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ABSTRACT

Highlights listed for the Department of Education's Intra-Agency Committee on Education's third year include issuance of the national rural education policy statement (October 1984), sponsorship of a national forum on rural education with 697 attendees (June 1984), formation of a Subcommittee on Rural Education Data, continued liaison with other departments and organizations interested in rural education, and increased activities resulting from the Committee's leadership and the policy statement. This volume includes the policy statement, entitled "Rural Education and Rural Family Education Policy for the 80's," a list of Committee members, and minutes of FY84 Committee meetings. The major part of the document consists of reports from 15 Department of Education offices listing their rural education activities and including: the title of each activity and its purpose; the section(s) of the rural education policy statement addressed by the activity; the scope, starting/ending dates, target audience, and procedure; products; legislation/administrative authority; and funding sources. The offices represented are: vocational and adult education; elementary/secondary education; special education and rehabilitative services; bilingual education and minority languages affairs; educational research and improvement; postsecondary education; legislation and public affairs; The Under Secretary; management; planning, budget, and evaluation; FICE/Rural Education Subcommittee; private education; regional liaison unit; General Counsel; and civil rights. (BRR)

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REPORT TO THE SECRETARY ON THE DEPARTMENT OF EDUCATION'S RURAL EDUCATION ACTIVITIES: FISCAL YEAR 1984 VOLUME I.

Prepared by:
The Intra-Agency Committee on Rural Education

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Robert M. Worthington, Ph.D.
Chair, Intra-Agency Committee
on Rural Education

RC015088

Mr. Secretary:

- Fiscal Year 1984 has been a productive year in our continuing endeavors to provide leadership to the Department's commitment to improve the delivery of educational services to rural america. It is a privilege, as Chair of the Department's Intra-Agency Committee on Rural Education, to present to you our report on the Department's FY 1984 rural education activities. This is the third in the series of year-end reports that the Committee has produced. In FY 1984, we carried forward many of the initiatives begun by the Committee and the Department in previous fiscal years. I have provided below a summary of the highlights of these initiatives by fiscal year.

Fiscal Year 1982

- In early FY 1982, you created the Department of Education Intra-Agency Committee on Rural Education as our response to the legislative charge contained in Section 206 of the Department of Education Organization Act (P.L. 96-88). This Section directed the Secretary of Education, working through the Assistant Secretary for Vocational and Adult Education, "to provide a uniform approach to rural education and rural family education through the coordination of programs within the Department, and to work with the Federal Inter-Agency Committee on Education (FICE) to coordinate related activities and programs of other Federal departments and agencies." You appointed a representative from each of the 14 principle offices of the Department to serve on the Committee.

- We established a bi-monthly schedule of regular meetings, with a detailed timeline, an agenda, and related material prepared for each meeting. A regular feature of each meeting in FY 1982 was an in-depth presentation by one of the 14 principle offices on its rural education activities. These presentations were discussed and analyzed for potential coordination and for overlap or redundancy.

- A system of subcommittees was developed to perform specific tasks designed to help coordinate the Department's rural education activities. These included developing a resource of rural education contacts within the Department, compiling information on rural education activities, and reviewing legislation, regulations, policies, and procurement procedures for their emphasis on rural education.

- Linkages and continuing communications were established with major organizations in rural education, such as, the Rural Education Association, People United for Rural Education and Rural America.

- A major activity began in FY 1982 was the development of the Department's historic national rural education policy declaration. A special subcommittee of the full Committee, chaired by Jim Pirius of the Office of Legislation and Public Affairs, spearheaded that effort.

- On the inter-agency level, FICE organized itself into a number of subcommittees to design and conduct a survey of the total federal effort in education and to identify any overlap or redundancy in the programs and services provided by the various federal agencies. Your appointed me chair of the Rural Subcommittee, and Dr. Duane Nielsen, of my staff, vice-chair. Represented on the Rural Education Subcommittee were the Departments of Education, Agriculture, Interior and Labor and the National Endowment for the Performing Arts. Two members of the Department of Education's Intra-Agency Committee on Rural Educations served on the Subcommittee. They made regular reports to our Committee on the Subcommittee's activities.

- A number of technical assistance activities were also provided including a major address by me, in my capacity as chair of our Rural Education Committee, to the Rural Education Association Conference in Maine. Duane Nielsen accompanied me to the Conference and also made a presentation.

- A final activity was the development and submission of our initial report to you on the Department's rural education activities.

Fiscal Year 1983

- We continued the initiatives in Fiscal Year 1983 that we began in Fiscal Year 1982. These included our regular schedule of bi-monthly meetings, our subcommittee structure, and our compilation of information on the Department's rural education activities.

- As part of our efforts to coordinate our rural education activities with similar activities in other Federal agencies and departments, two of our Committee members served as members, and I served as chair of the Rural Education Subcommittee of the Federal Interagency Committee on Education (FICE/RES). At each of our Committee meetings these two individuals reported on the activities of the FICE/RES.

- We completed the series of in-depth, detailed reports by each of the 14 principle offices on their respective rural education activities.

- We completed development of the Department's "Rural Education and Rural Family Education Policy for the 80's" which you approved and signed on August 23, 1983.

- Also completed for your review and approval was a plan of implementation for the policy statement. The plan was based on a comparative analysis of the Department's then current commitment to rural education and the commitment necessary to carry out the initiatives contained in the policy statement. The plan of implementation was included in the justification package that accompanied the policy statement when it was forwarded to you for your review and approval. We have tracked this plan at each of our committee meetings during FY 1984, with progress reports from each the ED offices.

- We have completed three in a planned series of articles on the Department's rural education activities for publication in "REA NEWS", the national newsletter of the Rural Education Association, a seventy-five year old organization representing rural education interests.

- I appointed the National Planning Committee for the Department of Education sponsored National Rural Education Conference, scheduled for late spring or early summer of calendar year 1984. The twenty-six member Committee consisted of recognized national leaders in rural education and members of the Department's Intra-agency Committee on Rural Education.

- We held exploratory talks with the Department of Agriculture's Office of Rural Policy Development to lay the groundwork for future coordination of our efforts in rural education with related efforts in that office.

- I approved the Fiscal year 1984 Management Plan for the Department's Intra-Agency Committee on Rural Education, prepared by the Committee staff with input from Committee members. Its major objectives included: 1) preparation of an analysis of the report of the Commission on Excellence to determine its implications for rural education; 2) coordination of the Department's efforts to respond to the rural education section of the FICE study on education; 3) preparation of an analysis of the Rural Development Policy prepared by an advisory group to the Department of Agriculture to determine the potential for interagency coordination; 4) planning and conducting the National Rural Education Conference; and 5) continuing to coordinate the Department's rural education initiatives.

Fiscal Year 1984

- In early Fiscal Year 1984, I formally announced on your behalf and on the behalf of the Department, the issuance of the national rural education policy statement. The announcement was made during the keynote address at the Rural Education Association National Conference on October 17, 1984, held on the campus of Kansas State University in Manhattan, Kansas. The announcement was greeted with a standing ovation by the nearly 500 rural educators in attendance. The Conference was also addressed by Assistant Secretary for Elementary and Secondary Education, Dr. Lawrence Davenport, and by Dr. Duane Nielsen, Vice-Chair of the Intra-Agency Committee on Rural Education..

- On February 2, 1984, I addressed the Seventh National Conference of People United for Rural Education. During that address, I briefed the attendees on the planning for the National Rural Education Conference, scheduled the following spring or summer.

- Among its other provisions, the policy statement declared that the Department of Education would sponsor an annual national forum on rural education. The Department sponsored the first of these planned annual forums (conferences) on June 28-30, 1984. As stated earlier, the National Rural Education Conference was planned by the twenty-six member National Rural Education Conference Planning Committee. Represented on the Planning Committee were faculty and staff of higher education institutions (including a college president), State Education agencies, local education agencies, national rural education organizations, the staff director of the Congressional Rural Caucus and others, as well as members of the Department's Rural Education Committee. The Planning Committee was organized into four subcommittees: 1) Program; 2) Invitations and Publicity; 3) Time, Place, Facilities and Function; and 4) Evaluation, Dissemination and Follow-up. Each subcommittee was co-chaired by a member of the Rural Education Committee and one of these recognized national leaders. I appointed Duane Nielsen chair of the Planning Committee.

- Six hundred ninety seven practitioners and supporters of rural education participated in the various activities of the Conference. Many of the participants were members of State delegations sent by their respective governors in response to your personal invitation. Forty-eight State delegations participated in the Conference. Other participants represented organizations supportive of rural education or attended because of a personal commitment to rural education.

- Highlights of the Conference included the first day's keynote address by you, Mr. Secretary, followed by major addresses by the Under Secretary of the Department of Agriculture, a Senior White House official, a governor, a chief state school officer,and the Co-Chair of the Congressional Rural Caucus during the two and one-half day length of the Conference.

- Other highlights included the Congressional reception for participants hosted by the American Association of School Administrators, a panel discussion on major policy issues in rural education, an ongoing exhibit of programs and products and presentations by the 21 exemplary Partnerships in Action projects. These 21 exemplary Partnerships in Action projects were selected from over forty projects that applied to make presentations at the Conference. The individual partners in these exemplary projects were provided certificates signed by you and each project received a special "National Year of Partnerships in Education" flag from the White House.

- The Conference's theme was "Building Partnerships for Quality Education in Rural America". The Conference was designed to encompass three major initiatives: 1) the Department's Rural Education Initiative; 2) the Department's Excellence in Education Initiative; and 3) the White House's National Year of Partnerships in Education Initiative. Several sections of this report are devoted to the conference.

- During FY 1984 we continued our liaison with other departments and organizations interested in rural education, prepared copy for the issues of the Rural Education Association Newsletter and responded to numerous requests for material and for information on the activities of our committee

- A Subcommittee on Rural Education Data was formed with Dr. Fred Decker of OERI as Chair. This subcommittee is analyzing types of rural education data available and will make recommendations for data collection and reporting.

- We have an increased number activities to report. Though much of the increase can be attributed to a greater effort by the various principal offices in the Department to identify rural education activities in programs administered by them, a significant portion of the increase is simply due to increased activity in this area by these offices in response to the leadership provided by the Intra-Agency Committee on Rural Education and to the issuance of the policy statement. They range from the support of activities involving no expenditures of funds, such as, the Regional Liaison's Unit's initiative to enlist your Regional Representatives in promoting the interests of Rural Education, to OBEMLA's letting a small contract to determine how many of the 550 centers and projects it supports serve rural communities, to our office of Vocational and Adult Education participating in an ambitious, jointly funded, multimillion dollar effort to create the first statewide computer network developed exclusively to serve education. This project involves West Virginia's State Education Agency, local education agencies, and the Appalachian Regional Commission.

- I have approved the Fiscal Year 1985 Management Plan for the Intra-Agency Committee on Rural Education. Among other activities, we plan to: 1) conduct a national forum on rural education; 2) prepare a proposal for initiating a "Secretary's Awards" for rural education programs and projects; 3) develop and initiate a plan for coordinating the Committee's activities with the Negotiated Investment Strategy Initiative; 4) develop recommendations for a demonstration and research effort in rural education; 5) plan and conduct a series of briefing seminars for Department employees on the Department's rural education activities; and 6) to continue in Fiscal Year 1985 many of the activities begun in previous years. In Fiscal Year 1985, we plan to utilize the Department's E-Mail system as our principal means of internal communication. We anticipate that by increasing our experience and expertise in utilizing this new technology, we will be better able to provide technical assistance to rural educational institutions and communities as they place a greater reliance on this technology in their efforts to improve the delivery of educational services and products to their citizenry.

Robert M. Worthington, Ph.D.

REPORT TO THE SECRETARY ON THE DEPARTMENT OF EDUCATION'S RURAL EDUCATION ACTIVITIES: FISCAL YEAR 1984

Table of Contents

Volume I:

Rural Education Policy Statement	Tab A
Intra-Agency Committee on Rural Education	Tab B
Minutes of FY 1984 Committee Meetings	Tab C
Office of Vocational and Adult Education	Tab D
Office of Elementary and Secondary Education	Tab E
Office of Special Education and Rehabilitative Services	Tab F
Office of Bilingual Education and Minority Languages Affairs	Tab G
Office of Educational Research and Improvement	Tab H
Office of Postsecondary Education	Tab I
Office of Legislation and Public Affairs	Tab J
Office of The Under Secretary	Tab K
Office of Management	Tab L
Office of Planning, Budget. and Evaluation	Tab Mc
FICE/Rural Education Subcommittee	Tab M
Private Education	Tab N
Regional Liaison Unit	Tab O
Office of the General Counsel	Tab P
Office of Civil Rights	Tab Q

Volume II:

FY 1984 Management Plan Tab A

October 17, 1983 Speech by Assistant Secretary for Vocational and Adult Education, Dr. Robert M. Worthington, at the Seventy-fifth Annual Conference of the Rural Education Association Tab B

February 2, 1984 Speech by Assistant Secretary for Vocational and Adult Education, Dr. Robert M. Worthington, at the Seventh Annual Conference of People United for Rural Education Tab C

National Rural Education Conference Program Tab D

National Rural Education Conference Planning Committee Tab E

Partnerships In Action Projects Tab F

Keynote Address by Secretary of Education, Dr. T. H. Bell, at National Rural Education Conference Tab G

Opening Address by Assistant Secretary for Vocational and Adult Education, Dr. Robert M. Worthington, at National Rural Education Conference Tab H

Closing Address by Assistant Secretary for Vocational and Adult Education, Dr. Robert M. Worthington, at National Rural Education Conference Tab I

FY 1985 Management Plan Tan J

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

THE SECRETARY

Rural Education and Rural Family Education Policy for the 80's

The Department of Education recognizes the unique and valuable contributions rural America has made to both the social and economic development of our country. In recent decades, however, the changing dynamics of our urban centers have forced public policy decisions which tend to emphasize solutions to urban concerns rather than rural concerns; this despite the fact that over one-fourth of all Americans still live -- and are educated -- in areas described as "rural."* While the Department of Education remains committed to programs that help urban youth and adults, it is appropriate that we strengthen our efforts to provide programs that address the educational needs of rural and small town youth and adults. Those educated in rural areas must be provided with the basic educational tools necessary to enter an increasingly complex workforce. Rural educators ask no more than "equity" in their attempts to work within the Federal and State education structures to assure rural and small town youth and adults equal educational opportunities. To meet this goal, the Department of Education adopts the following policy:

> RURAL EDUCATION SHALL RECEIVE AN EQUITABLE SHARE OF THE INFORMATION, SERVICES, ASSISTANCE AND FUNDS AVAILABLE FROM AND THROUGH THE DEPARTMENT OF EDUCATION AND ITS PROGRAMS.

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* As defined in the 1980 census, the rural population comprises all persons living outside urbanized areas in the open country or in communities with less than 2500 inhabitants. It also includes those living in areas of extended cities with a population density of less than 1000 inhabitants per square mile.

To the extent that resources are available, the Department of Education is prepared to take the following initiatives in this regard:

- The Department will assist educators and administrators on all levels interested in developing outreach and volunteer programs with the active support and interaction of parents, teachers, civic groups and the business community to improve the delivery of educational services to rural communities.

- The Department will work to expand the data base on the condition of education in rural areas, and will provide the necessary technologies to disseminate information relevant to curriculum, organization, personnel and support services needed for educational institutions serving rural communities. Data collection will focus on information relating to regional designations; goals of rural education and rural family education; surveys of rural curricula; test score comparisons; tax base/student ratios; characteristics of effective rural programs and institutions; and descriptions of intermediate service agency delivery systems. To disseminate information to educational institutions and programs serving rural communities, including rural school districts, the Department will utilize State Departments of Education; ERIC/CRESS; the Rural Education Association; other professional and service organizations; national advisory councils; youth organizations; intermediate units; American Education Magazine; and, county and local agencies.

- The Department, with appropriate control staff, will closely monitor Education program regulations, eligibility and evaluation criteria, subregulatory directives and administrative policies to insure equity for all LEAs regardless of size, location or condition. Monitoring will focus on reducing complexity of criteria for funding; reducing complexity of application and reporting procedures and forms; and reducing unrealistic requirements in general while insuring competent and enlightened staff monitoring.

- The Department will assist in identifying and developing special programs available for handicapped individuals located in rural areas.

- The Department will provide personnel to coordinate the consolidation of available research on shortages and additional needs for analysis by the Secretary's Rural Education Committee. Research will focus on effective practices and characteristics of effective rural programs and projects.

- The Department will include rural institutions in demonstration and pilot projects, and will involve cross sections of rural communities in educational technology planning.

- The Department will provide consultative and technical assistance to rural educational entities as a means to improve the quality of education in rural areas. To facilitate communications, the Department will support initiatives such as an annual national forum; a monthly newsletter; and utilization of extension services and existing organizations for dissemination of information.

- The Department will assist in improving public sector/private sector collaboration by coordinating networks at local, regional, State and Federal levels.

- The Department will assist rural education in improving the achievement of black students, American Indian students, children of migrant workers and other minorities. To this end, the Department will focus on data concerning rates of graduation from high school and college, including secondary and postsecondary vocational institutions and programs; gains in functional literacy, changes in college enrollment and achievements in adult education.

- The Department will assist individuals and families living in rural areas with family education programs and services through vocational home economics education, an established delivery system, as a means of improving quality of rural family education.

T. H. Bell
Secretary of Education

AUG 23 1983

May 15, 1984

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INTRA-AGENCY COMMITTEE ON RURAL EDUCATION MEETING
Wednesday, October 26, 1983

1:30 - 3:00 p.m.

Attendees: Robert M. Worthington, Duane M. Nielsen, Cecilia A. Frantz, Norma Varisco de Garcia (substituting for Rudy Cordova), Fred Decker, Jesse Jordan, Arthur Kirschenbaum, Thomas Moorefield, Catherine Rolzinski, Virginia Sagredo, Bertha King, Dwight Crum, Ray Simches, Jim Muller, and Charles Walker.

1. Dr. Robert M. Worthington, Committee Chairman, opened the meeting and introduced the following new members: Cecilia A. Frantz, Office of Elementary and Secondary Education (OESE), Catherine Rolzinski, Office of Postsecondary Education (OPE), Bertha King, Office of Vocational and Adult Education (OVAE), Jim Muller, Special Assistant to the Under Secretary, and Dwight Crum, Liaison Officer for Private Education.

2. The minutes of the previous meeting were reviewed and approved.

3. Duane Nielsen reviewed the materials in the folder prepared for the meeting, including the 1984 Management Plan.

*4. Dr. Robert M. Worthington reported on the speech that he gave at the 75th Annual Conference of the Rural Education Association. During that conference he formally announced on behalf of the Department of Education, the issuance of the Departmental policy declaration in support of rural education. That announcement was greeted with a two minute standing ovation. Dr. Worthington requested that each committee member develop an implementation plan in consultation with the appropriate officials in his respective office to be presented at our next meeting.

5. Ray Simches suggested that a management plan for coordinating implementation of the policy declaration by the Committee was needed. Dr. Worthington, acting on that suggestion, appointed a subcommittee to develop the Plan. The subcommittee member appointed were: Virginia Sagredo, Ray Simches, and Jim Muller. Norma Varisco de Garcia (representing Rudy Cordova) volunteered that FY 1984 funds of the Office of Bilingual Education and Minority Languages Affairs were committed which will make it difficult to implement anything requiring the expenditures of resources in FY 1984. Several members indicated that their respective offices were in similar postures. Duane Nielsen emphasized that planning FY 1985 implementation activities requiring the expenditure of funds could be a legitimate FY 1984 implementation strategy.

6. Ray Simches reported on the FICE/Rural Education Subcommittee. The survey instrument for the FICE study is being review by the full Committee. When the review is completed, the instrument will be sent out over Secretary Bell's signature as Chair of FICE.

7. Jesse Jordan reported on the FICE initiative on adult illiteracy. A part of the initiative is to encourage Federal employees to volunteer to tutor their fellow colleagues who are functional illiterate. The Government Printing Office, the Department of Housing and Urban Development, and the Department of Interior have particular problems in this area. In the Washington area, 126 employees have volunteered to tutor those of their fellow employees who seek help through this initiative.

*8. The 1984 National Rural Education Conference Planning Committee will meet on October 27 and October 28. We expect during this initial meeting of the conference planning committee to set up a subcommittee structure, develop timelines, identify tasks, establish time and date for the conference, and develop a draft agenda. A copy of each of these items, along with the minutes of this initial meeting, will be included in the materials folder prepared for our next REC meeting.

9. Joe Newlin as our special guest provided us with a report on the 75th Annual Conference of Rural Education Association. With pride, he shared with us some of the highlights of what was a successful conference attended by over 500 delegates. He stated that the Department of Education was well represented at the conference. Three officials made presentations: Assistant Secretary for Vocational and Adult Education, Dr. Robert M. Worthington; Assistant Secretary for Elementary and Secondary Education, Dr. Lawrence P. Davenport; and Vice Chair of the Department of Education Rural Education Committee, Dr. Duane M. Nielsen. He went on to say that Dr. Worthington's address during which he formally announced the Departmental Rural Education Policy Declaration on behalf of Secretary Bell was the highlight of the conference. He added not only did Dr. Worthington receive a two minute standing ovation, but Dr. Duane M. Nielsen also received a standing ovation when he addressed the conference. He also expressed the concern of some rural educators that the policy statement does not turn out to be just words on paper. In closing he reported that Mary Nelson of North Dakota was awarded REA's Rural Research award which underscores REA's interest in promoting research in rural education.

10. The Rural Education Association (REA) plans to conduct a study on the four-day school week. There is a demand for this data, but the REA does not have the resources to produce it. The REA is growing in membership after experiencing a slight decline when it split with the National Education Association several years ago.

11. Our next meeting is scheduled for December 15, 1983 in Room 3000, FOB-6 from 1:30 to 3:00.

*Action item

INTRA-AGENCY COMMITTEE ON RURAL EDUCATION MEETING
Thursday, December 15, 1983

1:30 - 3:00 p.m.

Attendees: Robert M. Worthington, Duane M. Nielsen, Rudy Cordova, Dwight Crum, Fred Decker, Jim Evans (substituting for Cecilia A. Frantz), Arthur Kirschenbaum, Jim Muller, Jim Pirius, Catherine Rolzinski, Ray Simches, and Charles Walker.

1. Dr. Robert M. Worthington, Committee Chairman, opened the meeting promptly at 1:30 p.m.

2. The minutes of the previous meeting were reviewed and approved.

*3. Dr. Worthington announced that the Secretary was pleased with the Rural Education Committee's report on their activities for Fiscal Year 1983. A copy of the report was passed around. Each member of the committee will receive a copy of the report.

4. Dr. Worthington called for progress reports and discussion on the implementation of the policy statement:

   A. Jim Pirius suggested that an article should be written for "American Education" about our rural education policy.

   *B. Catherine Rolzinski spoke on the need to get information about discretionary funds to rural educators. Robert Marshall is sending her a list of organizations involved in rural education.

   C. Dwight Crum suggested making a presentation on the rural initiative at the February 15, 1984 meeting of "Coffee Clutch."

   D. Ray Simches of the Office of Special Education and Rehabilitative Services (OSERS) reported that several grants had been issued that were related to the rural initiative. A large grant would be handled by Darrell Lang, who will be replacing Ray Simches.

5. Dr. Worthington announced that the Department of Education National Rural Education Conference is scheduled for June 13-15, 1984. He reviewed the two funding and program options for the conference developed by the Planning Committee and had presented Option II to Secretary T.H. Bell. The budget for Option II is $81,000. (Copies of the Planning Committee document and the memo to the Secretary were distributed at the meeting.)

6. Congressman Pat Williams of Montana has volunteered as a speaker for the National Rural Education Conference.

7. Dr. Worthington had to leave the meeting at 2:20 p.m.; he turned the meeting over to Dr. Duane M. Nielsen, Vice-Chair.

8. Copies of the 1984 Fiscal Year Management Plan were distributed.

9. Fred Decker and Roy Nehrt discussed plans for improving the quantity and quality of data collection on Rural Education. We will continue to use the 1980 Census' definition of "rural" which is all persons living outside urbanized areas in the open country or in communities with less than 2,500 inhabitants. It also includes those living in areas of extended cities with a population density of less than 1,000 inhabitants per square mile.

10. The survey instrument for the FICE/Subcommittee on Rural Education has been completed, and field testing has been completed. Data collection, using the instrument, has begun and the FICE/Subcommittee expects to have the data in March 1.

*11. A subcommittee, to be chaired by Fred Decker, was appointed to review the rural education data available to NCES, to consider the possible analyses and tabulations of those data and to recommend additional data needed in implementing that section of the Rural Education Policy Statement. The members of the subcommittee are Catherine Rolzinski, Jim Evans, Ron Nehrt, and Robert Marshall. The subcommittee will report at the February Rural Education Committee meeting.

12. Our next meeting is scheduled for Feburary 23, 1984, in Room 3000,FOB-6, from 1:30 to 3:00 p.m.

13. Dr. Duane M. Nielsen adjourned the meeting at 3:00 p.m.

*Action Item

INTRA-AGENCY COMMITTEE ON RURAL EDUCATION MEETING

Thursday, February 23, 1984

1:30 - 3:00 p.m.

Attendees: Robert M. Worthington, Duane M. Nielsen, Dwight Crum, Fred Decker, Bertha King, Arthur Kischenbaum, Jim Muller, Catherine Rolzinski, Virginia Sagredo, Darld Long, Charles Walker, Jim Evans, George Spicely.

1. The meeting was opened by Dr. Robert M. Worthington, Committee Chair.

2. The minutes of the previous meeting were reviewed and approved with the dates of the National Rural Education Conference amended to June 28-30.

3. Duane Nielsen reviewed the materials contained in the folder prepared for the meeting.

4. Fred Decker was called upon for his presentation and progress report on the Rural Education Data Subcommittee:

   NCES has both school and school district summary data for public elementary and secondary education obtained from SEA administrative records. These files contain enrollment, staffing, and fiscal data from which pupil/teacher, revenue per pupil, expenditure per pupil, and other ratios can be derived. At the postsecondary level, it has a number of files on colleges and universities. There is little in these files that can be identified in any way with rural education,however. The Center also has elementary and secondary school district summaries of data from the 1980 Census of Population and Housing.

   The Center does not have test score data, program data, or course offerings and enrollment data for public school districts. It has not identified rural school districts as such in the absence of any agreed upon criteria for doing so. It can classify school districts by percent rural population served from the census summaries using the 1980 Census definition of rural area.

5. Catherine Rolzinski, FIPSE, a member of the subcommittee reported that in the summer of 1981 FIPSE sponsored "The National Invitational Meeting on Rural Postsecondary Education." Twenty-eight rural educators from twenty states came together and established an Action Agenda of needs and priorities of the rural postsecondary providers of education for adults.

Following the conference and subsequent meetings, a two year FIPSE project was awarded in 1983 with statistical data of characteristics of rural learners being the first objective. Kansas State University is the grantee of the project and they are working with the University of Minnesota, Western Interstate Commission for Higher Education, and Eastern Oregon State College.

6. Jim Evans, as a member of the sub-committee reported most school districts in the United States are small or rural. Sixty percent of all districts, for example, enroll only 1,000 students or fewer. Almost 70 percent of all schools are in rural areas, and nearly one third of the nation's students are educated in rural schools.

In 1982 a national conference rural education was held and they identified the following rural needs:

1. Adequately and appropriately trained teachers and administrators.
2. Opportunities to develop curricula materials that use resources in the local setting.
3. A long-range planning capacity.
4. More cooperative schemes.
5. Leadership development and linkages among leaders.
6. Better ways to assess student's instructional needs.
7. Data books at State, regional, and national levels.
8. Sensitivity to rural needs at state and national levels.
9. Research on the effects of decreased Federal funding in rural districts.

In February 1984, the subcommittee on data contacted several states to determine the types of rural data they were collecting and what progress they had made since the 1982 national conference. The response was that they were collecting all types of information such as local government administration, rural crime, rural transportation, land resource use, rural teaching, learning, measurement of student programs, etc.

All expressed the desire to have someone organize regional data banks where they could tie-in with a computer Rural Education Network. They wanted to know what other rural areas were doing in development and implementation of data? What data was already available? How was the information being used? Who maintains the existing systems? Does the Federal Government have any funds for this rural project?

* 7. Duane Nielsen suggested that Dr. Robert Stephens, Professor, College of Education, University of Maryland, College Park, Maryland 20242, should be contacted as to data collected and reporting formats.

8. Fred W. Decker informed the committee of a rural science opportunity area - The Westinghouse Science Talent Search which had forty national winners. The most interesting winner in 1984, because of the advantage derived from his rural location and interests, is Ian Robert Gordon from Stanfield, Oregon, who collected fossil flora revealing climate change more than 33 millon years ago. As part of the award which he received, he will exhibit his project at the Great Hall of the National Academy of Sciences, March 3-4, 1984. An article will be placed in the REA Newsletter concerning Mr. Gordon .

9. Catherine Rolzinsi suggested there should be additional discussion and explanation as to the meaning of Rural Family Life Education.

*10. Duane Nielsen suggested that each committee member be responsible for the preparation of an exhibit from their appropriate section for the National Rural Education Conference, June 28-30. Also advised committee members that clerical staff may need to be supplied by each individual office. Rudy Cordova is coordinating this activity.

11. Dwight Crum commented that he felt the NCES should be more concerned with Rural Education in 1985.

12. Chuck Walker stated that the regional offices could be more helpful in obtaining data and could aid in the data collections process.

13. Dr. Worthington suggested that all committee members contact Fred Decker by March 15, 1984, about items on which they would like to have data gathered.

14. Dr. Worthington commended the Sub-committee on the excellent work they had prepared.

15. Dwight Crum expressed concern for the role of private schools in rural education. What has been the impact of federal programs on rural education? Stated that private schools supported the Secretary's and the President's thoughts about educational policy.

*16. Dr. Worthington stated that he would like to meet with leaders of the the private sector.

17. George Spicely reported on the FICE Rural Education Subcommittee study. The data collection instrument has been distributed to the federal agencies and the data are being collected.

18. Members of the committee reported on progress made by their offices, since the last meeting, in implementing the Department of Education's Rural Education policy statement.

19. Dr. Worthington called for committee members comments:

Jim Mueller visited rural schools in Alaska to present an award. Rural schools are making more demands for federal money.

Charles Walker stated a manual should be devised to utilize rural education language, and that it should be written in order that appropriate credit would be given where due.

Bertha King discussed Rural Family Education and referenced a University of Hawaii manual discussing 34 strategies for vocational education in rural and isolated schools in Hawaii.

Catherine Rolzinski discussed and updated progress on FIBE programs. She commented that OPE only had discretionary funds for grant money - two stage - a) Preliminary: Amount $200,000 received, b) full stage - undetermined.

Jim Evans commented that Indian Education and Migrate Education programs needed outside monitoring.

Duane Nielsen discussed the various responsibilities for each committee member dealing with the Rural Education National Conference, June 28-30. Dr. Nielsen also advised that information distributed at the meeting was draft.

Darld Long reported that the follow-up Subcommittee will be responsible for ten hours of video taping of the conference dealing with rural issues. Some of the tapes will deal with the actual function of the conference.

*20. Dr. Robert M. Worthington suggested that time be dedicated to Rural Family Education, and that Bertha King should plan a presentation on Rural Family Education for a future meeting of the Committee on that topic.

NOTE: * indicates the action items.

INTRA-AGENCY COMMITTEE ON RURAL EDUCATION MEETING

THURSDAY, APRIL 26, 1984

1:30 - 3:00 P.M.

Attendees: Robert M. Worthington, Duane M. Nielsen, Dwight Crum, Fred Decker, Catherine Rolzinski, Virginia Sagredo, Darld Long, Charles Walkar, George Spicely, Fred Wilkinson

1. The meeting was opened by Dr. Duane M. Nielsen, Committee Vice-Chair. He announced that Dr. Worthington would be a few minutes late because of a prior commitment.

2. The minutes of the previous meeting were reviewed and approved after several items were amended.

3. Dr. Nielsen reviewed the materials contained in the folder prepared for the meeting. He discussed and advised the committee of the content of the briefing material concerning the "Negotiated Investment Strategy". Dr. Nielsen explained the various facets of this program in relation to rural education.

4. Dr. Worthington arrived and assumed chairmanship of the meeting.

5. Committee members were asked for reports on progress made in implementing the policy statement. Among the activities reported were Catherine Rolzinski's detailing of her efforts in the Office of Postsecondary Education to involve a larger part of that office in ongoing rural education activities, and Fred Wilkinson's preparation of information packets on the Rural Education Initiative for distribution to the Secretary's Regional Representatives. It is anticipated that the SRR's will incorporate information on the Initative in speeches that they make from time to time on the Department's activities.

*6. Fred Decker, Chair, Subcommittee on Data, presented the Subcommitee's report of its findings relating to NCES' capability to respond to the data generating and analyses initiatives contained in the policy statement. He was assisted in providing the report by Roy Nehrt of NCES. In their respective presentations both Dr. Decker and Mr. Nehrt emphasized that according to their analyses of the policy statement, depending on the methodologies employed, it could require a multi-million dollar effort to fully respond. During his presentation, Dr. Decker distributed copies of several documents and briefly discussed each document and its relationship to the data requirements contained in the rural education policy statement. Moreover, he noted that the Department of Education has little or no information on the data aquisition and analyses priorities of the rural education field. He suggested that we obtain recommendations from the attendees at the upcoming National Rural Education

Conference. Finally, he passed out a copy of the draft report completed by the Subcommittee. He requested that comments be forwarded to Robert Marshall as soon as possible.

*7. Dr. Nielsen reported on the planning of the National Rural Education Conference. He informed the REC that the request for video taping the conference had been approved by the Under Secretary.

The Conference Planning Committee will meet the day before the conference begins. To date, twenty-five States have indicated they will be sending teams to the conference and more commitments are expected. Total pre-registration is now over 300 from 33 States and two Territories. A final meeting of the Program Subcommittee will be held May 24-25. Planning for the conference and field response has been excellent. NCRVE is doing an outstanding job of managing the many complex activities associated with the conference. Members of REC were urged to send in the registration forms, if they have not done so, and to distribute copies to interested members of their staffs.

Secretary Bell, Secretary Baldrige, and Secretary Block have accepted invitations to speak at the conference, subject to last minute schedule changes. President Reagan has been invited to speak at the luncheon on June 29. A Congressional reception will be held the evening of June 28. Thirty-one currently operating rural education partnerships have been nominated for presentations on the program. Twenty will be selected, using criteria which have been developed by the Planning Committee and NCRVE.

News releases have been going out to over 400 publications, the REA "Rural Education News", the NCRVE "Centergram" and several other publications have given repeated front page, detailed coverage to the conference - over 14,000 circulation. Thirteen thousand copies of the first conference announcement was distributed in January and a final announcement, including a program outline, will go to the complete mailing list in early May.

8. Dr. Nielsen emphasized the opportunity for exhibits by appropriate ED offices and urged members to plan table top exhibits at the conference. Applications for exhibiting and attending the conference should be submitted as soon as possible.

9. Due to lack of time, the complete agenda was not covered; however, those items will be reviewed and discussed at the June 20th meeting.

NOTE: * Indicates action items

Minutes

Rural Education Committee Meeting
June 20, 1984

Attendees: Jim Evans (for Cecilia Frantz), Rudy Cordova, Arthur Kirschenbaum, Dwight Crum, Ellen Liberti (for Darld Long), Jeff Batterschall (for Jim Mullen), Bertha King, Catherine Rolzinski, Karen Draper (Wayne Roberts' office)

1. Duane M. Nielsen opened the meeting in the absence of Dr. Robert M. Worthington. Dr. Worthington was not able to attend due to a schedule conflict.

2. *The minutes of the previous meeting (April 26) were reviewed and approved with one correction. Dr. Cecilia Frantz's name was inadvertently omitted as an attendee at the April 26 meeting. The official version of the minutes will be revised to include Dr. Frantz as an attendee.

3. Duane Nielsen announced that this meeting will be the last meeting in FY 84 unless a special called meeting becomes necessary. The first FY 1985 committee meeting is scheduled for next October.

4. Duane Nielsen reviewed the folder material, pointing out items of particular interest.

5. The development of the Department's national rural education policy was reviewed for the benefit of new members and guests. Many states have passed resolutions in response to the policy statement. Moreover, in response to the publishing of the policy statement in the April 9 issue of the Federal Register close to 50 inquiries have been received. Many of these requested information and/or applications relating to funding. A form letter was developed to handle most of these inquiries. Where appropriate, specific inquiries were referred to the office within the Department that handles the programs that were the subjects of these inquiries.

6. The Chair requested a progress report on each office's efforts to conduct activities supporting the policy statement:

   a. Jim Evans reported that OESE has prepared two migrant and one Indian education exhibit for the National Rural Education Conference. OESE has a number of activities in progress at this time in support of the initiative, including law-related rural education and Chapter II programs. Dr. Davenport is very supportive of the rural education initiative.

b. Art Kirschenbaum while noting that there are no activities currently occurring in OPBE, did report, that he is trying to promote awareness in his office of issues relating to rural education.

c. Rudy Cordova reported that OBEMLA has contracted for a study to determine how many of the 500 projects/centers that OBEMLA is currently funding are serving rural areas. The results of the study will be used to make policy and other recommendations relating to OBEMLA-administered programs. Rudy Cordova serves on the planning committee for the study.

d. Fred Decker reported that OERI has developed a survey for use at the conference. OERI is also preparing an exhibit for the conference. The survey results will be incorporated in the report of the Subcommittee on Data.

e. Dwight Crum reported that the Koffee Klatchs attended by high level administration officials have afforded an unique opportunity for the exchange of ideas on rural education. He emphasized that the Department needs better and more complete information on rural education in private schools.

f. Ellen Liberti, representing Darld Long, reported that OSERS is currently funding the National Rural Independent Living Project. Under the project, a micro-computer will be set-up in each of five sites. The micro-computers will be used to organize volunteer networks at these sites.

g. Duane Nielsen encouraged committee members to prepare brief articles on their respective office's rural education activities for publication in newsletters devoted to rural education, such as, REA News.

h. Bertha King reported that as an OVAE activity supporting the policy statement, she participated in a meeting of national leaders in Consumer and Homemaking Education during which rural family life education was a major topic. The meeting resulted in the appointment of a task force on Rural Family Life to explore ways to expand the H&CE program in remote rural areas. Robert Marshall added that he prepared and distributed an information packet on the Department's rural education initiative at the State Directors of Adult Education Annual Conference last week. Members of the presidentially appointed National Advisory Council on Adult Education as well as the State Directors of Adult Education were distributed sets of the information packets.

i. Cathy Rolzinski reported that under a rural education project entitled, "Action Agenda", funded by the Office of Postsecondary Education through its FIPSE program, a directory of consultants, and model programs is being developed. Moreover, Cathy is chairing a group that is reviewing applications for funding under FIPSE. A number of these applications propose the development of economic partnerships in rural areas involving rural education. The Action Agenda project is located in New Mexico.

j.*George Spicely reported that the FICE Survey on education is underway. The results of the study will be used to set up a database on Federally-supported rural education programs. One issue that the study will address is the proper definition of rural education. Duane Nielsen requested that the results of the FICE study should be scheduled as an agenda item for the first FY 1985 meeting of the Committee.

k. Fred Wilkinson reported on the progress of the Regional Liaison Unit's efforts to set-up and operate a rural education information sharing component to the communications network that it has with the Secretary's Regional Representatives. Features of the network will include systematic distribution and discussion of information on the Department's rural education initiative with the SRR's and the reporting back by the SRR's on activities they may initiate in support of the initiative. It is anticipated that these activities will include weaving the information provided into speeches and other technical assistance and information activities of the SRR's.

7. Duane Nielsen briefed the Committee on the progress made in planning the National Rural Education Conference. Planning is on schedule. Highlights of the Conference will be videotaped. Moreover, videotaped interviews with key participants will be conducted for inclusion in the tapes on the Conference proceedings. The President declined the invitation to address the Conference due to prior commitments. That and other changes in the Conference program were discussed. Each partner in the twenty exemplary programs making presentations at the Conference will receive a certificate signed by Secretary Bell and Dr. Robert M. Worthington, Chair of the Department of Education Rural Education Committee. As a special feature, the widow of Dr. Norman Hearn, a noted champion of Rural Education both within the Department and nationally, will be awarded a plaque commemorating Dr. Hearn's contributions and dedication to rural education.

8. *Duane Nielsen informed the Committee that development of the FY 1985 Management Plan for the Committee was underway. He noted that development of the Plan was a staff function. A preliminary list of activities was read to the members. A first draft of the Plan will be included with the minutes for review and comment of Committee members.

9. *Duane Nielsen reminded the Committee that contributions to the Fiscal Year 1985 Report to the Secretary on the Department of Education's Rural Education Activities are overdue. He emphasized the importance of each member of the committee submitting his respective office's contribution as soon as possible. For those offices that have nothing to report, a phone call to Robert Marshall to that effect should be made. For those office's not reporting after a reasonable period of time, a data sheet will be prepared with the statement, "No activities reported."

NOTE: *Action Item

Department of Education
Rural Education Activities

Office: OAS/OVAE

Contact: Duane M. Nielsen Phone No.: 245-2278

TITLE: Department of Education Intra-Agency Committee on Rural Education

PURPOSE: To provide a unified approach to rural education and rural family education through coordination of rural education activities and programs within the Department of Education.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: all (1 through 10)

SCOPE: National and cross-cutting education programs administered by the Department of Education.

START DATE: February, 1984 END DATE: (continuous)

TARGET AUDIENCE: The 59.5 million men, women and children who reside in rural communities.

PROCEDURE: The development of policy statements, reports, information packets, position papers etc and the review and coordination of policies, procedures and projects relating to rural education.

PRODUCTS: National Rural Education Policy Statement with plan of implementation, several addresses given before major rural education organizations, several articles published in major rural education publications, and a National Rural Education Conference.

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: Section 206 of the Department of Education Organization Act (P.L. 96-88).

FUNDING:

	FY 1984	Total
Federal	$ n/a	$ n/a
State		
Local		
Other		
Total	$	$

Department of Education
Rural Education Activities

Office: DID/OVAE

Contact: Robert Marshall Phone No.: 245 2774

TITLE: OVAE Rural Education Initiative

PURPOSE: To provide national leadership in efforts to improve the delivery of vocational and adult education programs to rural communities and to provide staff support to the Department of Education's Rural Education Initiative and its Intra-agency Committee on Rural Education.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: all (1 through 10)

SCOPE: National

START DATE: May, 1983 END DATE: indefinite

TARGET AUDIENCE: Managers and staff of Federal Agencies, State Education agencies, local education agencies and other organizations that are providing educational services to rural communities.

PROCEDURE: Support services are provided to the REC and FICE/RES through development of management plan and the preparation of the meeting announcement, agenda, timeline, materials folders and mintes for each meeting. To implement the policy statement in vocational and adult education, an annual rural education program plan is developed and implemented which includes an objective to provide information and technical assistance to State, local and other officials involved in rural education and to develop funding sources for a discretionary program in rural education.

PRODUCTS: 1) Development of a rural education policy statement for vocational and adult education; 2) development of listing of effective rural education projects; and 3) the development of an annual report summarizing the rural education activities of OVAE; and a directory of Rural Education resources.

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: Section 206 of the Department of Education Organization Act, and the 1976 Amendments to the Vocational Education and Adult Education Acts.

FUNDING:

	Total	FY 1984
Federal	n/a	n/a
State		
Local		
Other		
Total		

Department of Education
Rural Education Activities

Office: Special Programs Branch, DID

Contact: Harvey G. Thiel   Phone No.: 245 2774

TITLE: Programs for Indian Tribes and Indian Organizations

PURPOSE: The Secretary is authorized to award grants to Indian tribal organizations to plan, conduct and administer vocational training programs.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: six and nine
(1 through 10)

SCOPE: Awards will not exceed three years and are only to be awarded to Indian tribal organizations eligible to contract with the Secretary of the Interior under the Indian Self-Determination and Education Assistance Act of 1975 or under the Act of April 16, 1934.

START DATE: July, 1982   **END DATE:** Sept. 30, 1984

TARGET AUDIENCE: American Indians

PROCEDURE: New awards are made through the application procedure for discretionary grant program. Ongoing projects are reviewed each year and is based on evidence of satisfactory performance. Request for continuation beyond the project period are considered as a new project and must compete with all other applicants.

PRODUCTS: Approximately twelve thousand (12,000) Indian youth and adults have benefitted from the program. In FY 1984, thirty (30) grants were awarded in eighteen States.

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: Vocational Education Act (P.L. 96-482)

FUNDING:

	Total	FY 1984
Federal		$6,645,484
State		
Local		
Other		
Total		$6,645,484

PROGRAM NAME

Vocational Education — Indian Tribes and Indian Organizations (84.101)

LEGISLATION

Vocational Education Act of 1963
as amended by P.L. 94-482, Title I,
Part A, Section 103(a)(B)(iii)

FUNDING HISTORY

Appropriation Year	Appropriation	Continuation Projects	New Projects	Total Projects	Total No. of Appl's. Received
1977	$ 5,281,476	-0-	20	20	78
1978	5,437,777	19	11	30	40
1979	5,929,888	29	3	32	31
1980	6,929,755	8	26	34	58
1981	6,186,230	26	-0-	26	-0-
1982	5,936,734	22	-0-	22	-0-
1983	6,645,484	-0-	30	30	87
TOTAL	$42,284,344	104	90	194	294

PROGRAM OPERATION AND SCOPE — 1978 through 1987

Eligible Tribes ———————————————— 349

Total Number of Tribes and
Tribal Organizations Funded ———————————— 51 (Unduplicated)

Total Number of States ——————————————— 20 (Unduplicated)

A cycle is considered a funding period of one (1) to three years. Listed below are the number of projects funded for one (1) or more cycles:

One (1) cycle	43 projects
Two (2) cycles	12 projects
Three (3) cycles	6 projects

1985-1987, 30 projects will be funded, 13 were previously funded and 17 are funded for the first time.

PROGRAM FOR INDIAN TRIBES AND INDIAN ORGANIZATIONS

CFDA 84.101

U.S. DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION
SPECIAL PROGRAMS BRANCH
ROOM 5052, ROB-3
7TH AND D STREETS, S.W.
WASHINGTON, D.C. 20202-3568

PROJECT OFFICER

Harvey G. Thiel
Telephone: (202) 245-2774

MAY 1984

STATE	GRANTEE, ADDRESS & DIRECTOR	TRIBE & PROJECT DURATION	TYPE OF TRAINING	NO. OF TRAINEES	GRANT NO.	GRANT AWARD AMT. & GRANT OFFICER
NEBRASKA	Robert Anderson Omaha Tribe of Nebraska P.O. Box 338 Macy, NE 68039 (402) 837-5337	10/1/84 9/30/87 Omaha	Farm Production (12) Nurse Aide (20) LPN (10)	42	G008400019	$169,020 Mark Eastwood
NEVADA (THIEL)	Nancy Weber, Acting Las Vegas Paiute Tribe One Paiute Drive Las Vegas, NV 89106 (702) 386-3926	3/1/84 2/28/87 Paiute	Construction Retail Sales Clerical Financial Management	34	G008400024	$119,266 Mark Eastwood
NEW MEXICO	Jim Wolf Alamo Navajo School Bd., Inc P.O. Box 907 Magdalena, NM 87825 (505) 854-2534	10/1/84 9/30/87 Navajo	Heavy Equipment Operation and Maintenance Quarry Workers	24	G008400037	$232,000 Jane Thompson
NEW MEXICO	McClellan Hall Ramah Navajo School Board P.O. Box Drawer B Pine Hill. NM 87321 (505) 775-3242, Ext. 239	10/1/84 9/30/87 Navajo	Rural Tech (Agri-Bus) (50) Graphic Arts (12)	62	G008400030	$175,427 Ann Johnson
NEW YORK	Henry Huff, Jr. (Ron John) Seneca Nation of Indians 1500 Route 438 Irving, NY 14081 (716) 532-3341 or 5912)	8/1/84 7/31/87 Seneca	Farming (15) Construction Trades (15) Office Skills (10)	40	G008400035	$342,201 Jane Thompson

STATE	GRANTEE, ADDRESS & DIRECTOR	TRIBE & PROJECT DURATION	TYPE OF TRAINING	NO. OF TRAINEES	GRANT NO.	GRANT AWARD AMT. & GRANT OFFICER
OKLAHOMA (THIEL)	Jim Wapepah Kickapoo Tribe of Oklahoma P.O. Box 3346 Shawnee, OK 74801 (405) 275-6345	8/1/84 7/31/87 Kickapoo	Vocational Education (Program of Choice) Carpentry Horticulture High Technolc	48	G008400023	$556,099 Mark Eastwood
OKLAHOMA (THIEL)	Randy Fox Sac & Fox of Oklahoma Route 2, Box 246 Stroud, OK 74079 (918) 968-3526	4/1/84 1/31/86 Sac & Fox	Data Processing Licensed Practical Nursing Medical Careers Heavy Equipment Law Enforcement	14	G008400025	$45,429 Mark Eastwood
SOUTH DAKOTA (THIEL)	Allen Kline Oglala Lakota College P.O. Box 490 Kyle, SD 57752 (605) 455-2321	2/1/84 1/31/87 Sioux	Electrician Media Communications Computer Data Processing Bookkeeping Carpentry	46	G008400021	$285,418 Mark Eastwood
UTAH	Tully Lameman Utah Navajo Development Council P.O. Box 908 Blanding, UT 84511 (801) 678-2285	1/1/84 12/31/86 Navajo	Needle Trades Offset Printing & Silk Screen Printing	120	G008400041	$278,397 Ann Johnson
UTAH	Forrest Cuch Ute Indian Tribe Division of Education P.O. Box 190 Fort Duchesne, UT 84026 (801) 722-2331	2/1/84 1/31/87 Ute	Evening Adult (300) Pre-Voc (100) Petro Tech (20)	300	G008400032	$357,494 Jane Thompson

STATE	GRANTEE, ADDRESS & DIRECTOR	TRIBE & PROJECT DURATION	TYPE OF TRAINING	NO. OF TRAINEES	GRANT NO.	GRANT AWARD AMT. & GRANT OFFICER
WASHINGTON (THIEL)	Suzanne Scheldt Muckleshoot Indian Tribe 39015 172nd Avenue, SE Auburn, WA 98002 (206) 939-3311	2/1/84 1/31/87 Muckleshoot	Bingo Enterprise Cluster Distributive Education Construction Trades Cluster ie (Renton Voc.) Orientation	84	G008400033	$234,084 Jane Thompson
WASHINGTON (THIEL)	Elouise Thom Nooksack Indian Tribe P.O. Box 157 Deming, WA 98244 (206) 592-5176	7/1/84 6/30/87 Nooksack	Vocational Training Center (Bellingham Tech. & Whitcomb Community College)	25	G008400020	$228,882 Mark Eastwood
WASHINGTON (THIEL)	Maureen Hoban The Tulalip Tribes 6700 Totem Beach Road Marysville, WA 98270 (206) 653-4585	7/1/84 6/30/87 Tulalip	Food Technology Fisheries Child Development Commercial Salmon Processing Voc. Training (Everett C.C.)	185	G0084000	$299,072 Ann Johnson
WISCONSIN	Larry Wawronowicz Lac Du Flambeau Band of Lake Superior Chippewa Indians P.O. Box 67 Lac Du Flambeau, WI 54538 (715) 588-3303	2/1/84 1/31/87 Chippewa	Tech & Core Manager Fisheries Manager	18	G008400044	$87,534 Jane Thompson
WISCONSIN	Vernon Stone Bad River Band of Lake Superior Chippewa Indians P.O. Box 39 Odanah, WI 54861 (715) 682-5308	2/1/84 1/31/87 Chippewa	Log Building Construction	14	G008400040	$185,601 Ann Johnson

STATE	GRANTEE, ADDRESS & DIRECTOR	TRIBE & PROJECT DURATION	TYPE OF TRAINING	NO. OF TRAINEES	GRANT NO.	GRANT AWARD AMT. & GRANT OFFICER
ALASKA (THIEL)	Leonard Hamilton Cook Inlet Native Association 670 West Fireweed Lane Anchorage, AK 99503 (907) 265-1270	1/1/84 12/31/87 Alaskan Native	Curriculum development training in rural as well as urban settings in clerical, shipping and receiving, stockroom, cashiering, tellers, word processing and health. Also, job development and placement.	60	G008400038	$219,973 Jane Thompson
ALASKA (THIEL)	Fred Wemark (Acting) Manuneluk Manpower P.O. Box 725 Kotzebue, AK 99752 (907) 442-3860	3/1/84 2/28/86 Alaskan Native	Individualized computer assisted instruction in basic accounting for rural Alaska.	10	[illegible]008400043	$317,142 Jane Thompson
ARIZONA	Jack Mowrer Navajo Community College Tsaile, AZ 86556 (602) 724-3311, ext. 251	8/1/84 7/31/87 Navajo Nation	Bus. & Sec. Science (50) Auto Mechanics (25) Welding (30)	105	G008400017	$219,271 Mark Eastwood
ARIZONA	Herman Salk, DVM Navajo Division of Resource P.O. Box 308 Window Rock, AZ 86515 (602) 871-6437	1/16/84 1/15/87 Navajo Nation	Paravetics	12	G008400018	$144,569 Mark Eastwood
ARIZONA	Richard McVey Salt River Indian Comm. Route 1, Box 216 Scottsdale, AZ 85256 (602) 941-7305	7/1/84 6/30/87 Pima-Maricopa Tribes	Heavy Equipment Operators and Maintenance	12	G008400016	$184,197 Mark Eastwood

STATE	GRANTEE, ADDRESS & DIRECTOR	TRIBE & PROJECT DURATION	TYPE OF TRAINING	NO. OF TRAINEES	GRANT NO.	GRANT AWARD AMT. & GRANT OFFICER
ARIZONA	G. Brian Patrick White Mountain Apache Tribe P.O. Box 1706 White River, AZ 85941 (602) 338-5113	3/1/84 2/28/87 Apache Tribe	Basic Education (15) Bus. & Office (15) Building Trades (15) Logging Trades (15)	60	G008400031	$152,268 Ann Johnson
CALIFORNIA (THIEL)	Earl Lent Owens Valley Board of Trustees P.O. Box 1467 Bishop, CA 93514 (619) 873-5107	2/1/84 1/31/87 Shoshone Pauite	Office Management with computer application.	60	G008400026	$152,389 Ann Johnson
CALIFORNIA (THIEL)	Tim Little So. California Tribal Chairman's Assoc., Inc. P.O. Box 1318 Valley Center, CA 92082 (619) 749-0910	2/1/84 1/31/87 Consortium	Vocational agriculture.	50	G008400083	$184,513 Jane Thompson
COLORADO	Lee Briggs Southern Ute Indian Tribe P.O. Box 737 Ignacio, CO 81137 (303) 563-4525	3/1/84 2/82/87 Southern Ute	OJT In: Plumbing, elect. Constr. Workers, etc. Upgrading (12)	24	G008400029	$97,395 Ann Johnson
IOWA (THIEL)	Art Blackcloud Sac & Fox of the Mississippi in Iowa Route 2, Box 56 C Tama, IA 52339 (515) 484-4678	2/1/84 1/31/86 Sac & Fox	Building Trades Auto Mechanics Small Business Management Plumbing Heavy Equipment Operator	35	G008400034	$73,467 Jane Thompson

STATE	GRANTEE, ADDRESS & DIRECTOR	TRIBE & PROJECT DURATION	TYPE OF TRAINING	NO. OF TRAINEES	GRANT NO.	GRANT AWARD AMT. & GRANT OFFICER
MAINE	Mike Ranco Passamaquaddy Tribe P.O. Box 343 Perry, ME 04667 (207) 853-2551	3/1/84 2/28/87 Passamaquaddy	Store Manager Timber Harvester Blueberry Farm Mgn. Lumber Mill Operator	40	G008400042	$103,369
MICHIGAN	Martha Nees Bay Mills Indian Community Route 1, Box 313 Brimely, MI 49715 (906) 248-3354	7/15/84 7/14/87 Consortium	Small Tribe Bus. Manager Federal Program Manager Tribal Secretarial Tribal Bookkeeper	54 (18 at any one time)	G008400036	$240,445 Jane Thompson
MISSISSIPPI (THIEL)	Marianne Hane Mississippi Band of Choctaw Indians Route 7, P.O. Box 21 Philadelphia, MS 39350 (601) 656-5251	10/15/84 10/14/87 Choctaw	Wiring Harness Manufacturing Carpentry Mansonary Electrical Auto Mechanics Computer/Data Processing	126	G008400041	$506,735 Ann Johnson
MONTANA (THIEL)	Jerry Slater (Acting) Salish/Kootenai Community College P.O. Box 117 Pablo, MT (406) 675-4800	9/15/84 9/14/87 Salish & Kootenai	Secretarial Science Computer Science Distributive Education Forest Technology Building Trades Basic Skills	137	G008400028	$299,117 Ann Johnson
MONTANA (THIEL)	Peggy Nagel Rocky Boy Tribal Education P.O. Box 544 Rocky Boy Route Box Elder, MT 59521 (406) 395-4478	3/15/84 3/14/87 Chippewa/Cree	Computer Technology Secretarial Sciences Small Business Mgt. Vocational Agriculture	15	G008400022	$148,075 Mark Eastwood

Department of Education
Rural Education Activities

Office: PISB/DID/OVAE

Contact: Mary Lovell Phone No.: 245-2617

TITLE: National Conference: "Building Partnerships for Quality Education on Rural America"

PURPOSE: To conduct a national conference concerning the development of successful partnerships among rural schools, both public and private, institutions of higher education, community organizations, government agencies and the private sector for quality education in rural america.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: all (1 through 10)

SCOPE: National

START DATE: June 28, 1984 **END DATE:** June 30, 1984

TARGET AUDIENCE:

PROCEDURE: Under an OVAE contract, the National Center for Research in Vocational Education is provided the logistical support for the planning and conducting of the National Conference. The planning of the Conference was done by a National Planning Committee under the chairmanship of an OVAE senior manager and with the administrative support of an OVAE program unit. The contract was supported through a joint funding initiative involving several Department of Education programs.

PRODUCTS: 1) Final Report 2) audio tapes 3) video tapes

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY:

FUNDING:

	Total	FY 1983
Federal	$ 67,815	$ 67,815
State		
Local		
Other		
Total	$ 67,815	$ 67,815

Department of Education
Rural Education Activities

Office: ARC Staff

Contact: George Sanders Phone No.: 472 5803

TITLE: Appalachian Regional Commission Education Program

PURPOSE: To support projects critical to the creation or retention of private sector jobs, upgrading manpower for jobs in the Region, attracting private investment and supporting local development districts.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: 1, 6, and 8
(1 through 10)

SCOPE: Those portions of 12 east coast States (including all of West Virginia) that comprise the Appalachian Region.

START DATE: FY 1965 **END DATE:** (continuous)

TARGET AUDIENCE: The residents of the Appalachian Region.

PROCEDURE: Proposals for education and development efforts are developed and by local development districts for review and approval by their respective governors, the ARC and ultimately the ARC Staff of the Department of Education. Funding is jointly provided by the ARC and the Department of Education.

PRODUCTS: In FY 1984, twenty six education and development projects were supthrough this effort.

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: Appalachian Region Development Act as Amended (P.L. 90-103) and the Vocational Education Act as Amended (P. L. 94-482)

FUNDING:

	Total	FY 1984
Federal	476,285,000	2,864,000
State	*472 862,000	2,655,237
Local		
Other		
Total	949,147,000	5,519,237

APPALACHIAN REGIONAL COMMISSION
Supplemental Assistance Program In Education* - FY 66-83

GS 11/83

FY	PROJECTS	TOTAL	ARC	VEA	STATE AND LOCAL
TOTALS	1874	949,147,000	395,899,000	80,386,000	472,862,000
1983	26	5,520,000	2,720,000	144,000	2,656,000
1982	51	12,799,000	5,515,000	573,000	6,711,000
1981	65	$ 20,941,000	$ 9,551,000	$ 1,381,000	$ 9,609,000
1980	115	20,640,000	12,556,000	361,000	7,723,000
1979	137	40,810,000	22,288,000	2,045,000	16,477,000
1978	136	39,460,000	20,343,000	996,000	18,121,000
1977	132	38,284,000	22,104,000	1,888,000	14,292,000
1976*	154	62,651,000	23,638,000	3,875,000	35,138,000
1975	157	84,578,000	39,473,000	2,937,000	39,168,000
1974	175	73,443,000	34,789,000	1,244,000	37,410,000
1973	145	67,761,000	31,613,000	-0-	33,946,000
1972	145	83,152,000	44,960,000	8,741,000	29,451,000
1971	89	82,800,000	31,600,000	8,400,000	42,800,000
1970	88	72,400,000	29,700,000	4,500,000	38,200,000
1969	74	81,500,000	23,000,000	10,500,000	48,000,000
1968	97	88,800,000	20,700,000	12,100,000	56,000,000
1967	71	68,300,000	24,600,000	14,700,000	29,000,000
1966	24	13,700,000	4,800,000	3,800,000	5,100,000

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* Includes general Education Prrojects in FY 76 on.

APPALACHIAN REGIONAL COMMISSION PROJECTS - APPROVED AND FUNDED FISCAL YEAR 1983

SUMMARY SHEET STATE TOTALS

STATE	NUMBER OF PROJECTS	ARC 211	ARC 214	VEA & OTHER	STATE	LOCAL	TOTAL
ALABAMA	1	$ 49,776	-0-	-0-	-0-	$ 51,975	$ 101,751
KENTUCKY	1	200,000	-0-	-0-	$200,000	-0-	400,000
MISSISSIPPI	2	194,792	-0-	68,490	-0-	126,302	389,584
NEW YORK	4	408,544	-0-	75,072	5,678	400,525	889,819
OHIO	1	62,250	-0-	-0-	-0-	62,250	124,500
PENNSYLVANIA	1	81,029	-0-	-0-	81,030	-0-	162,059
SOUTH CAROLINA	14	1,052,476	-0-	-0-	-0-	1,052,477	2,104,953
TENNESSEE	1	70,878	-0-	-0-	-0-	-0-	70,878
WEST VIRGINIA	1	600,000	-0-	-0-	675,000	-0-	1,275,000
TOTALS =	26	$2,719,745	-0-	$143,562	$961,708	$1,693,529	$5,518,544

APPALACHIAN REGIONAL COMMISSION PROJECTS - APPROVED AND FUNDED

STATE: Alabama
FISCAL YEAR: 1983

PROJECT	NUMBER TYPE	ARC 211	ARC 214	VEA	OTHER	STATE	LOCAL	TOTAL
✓Computer Systems Expansion Equip.	8623 E	$49,776	-0-	-0-	-0-	-0-	$51,975	$101,751
Muscle Shoals State Technical College								
TOTAL - ALABAMA		$49,776	-0-	-0-	-0-	-0-	$51,975	$101,751

TYPE CODE:
C - Construction
D - Demonstration
E - Equipment
O - Operation

APPALACHIAN REGIONAL COMMISSION PROJECTS - APPROVED AND FUNDED

STATE: Kentucky
FISCAL YEAR: 1983

PROJECT	NUMBER TYPE	ARC 211	ARC 214	VEA	OTHER	STATE	LOCAL	TOTAL
Appalachian Learning Centers	8604 O	$200,000	-0-	-0-	-0-	$200,000	-0-	$400,000
Seven SVT Schools								
TOTAL - KENTUCKY		$200,000	-0-	-0-	-0-	$200,000	-0-	$400,000

TYPE CODE: C - Construction
D - Demonstration
E - Equipment
O - Operation

APPALACHIAN REGIONAL COMMISSION PROJECTS - APPROVED AND FUNDED

STATE: Mississippi
FISCAL YEAR: 1983

PROJECT	NUMBER TYPE	ARC 211	ARC 214	VEA	OTHER	STATE	LOCAL	TOTAL
Basic Skills for Vocational Students MSU	8712 O	$ 57,812	-0-	-0-	-0-	-0-	$ 57,812	$115,624
Data Processing Equipment Itawamba Junior College	8756 E	136,980	-0-	-0-	$68,490 (TVA)	-0-	68,490	$273,960
TOTAL - MISSISSIPPI		$194,792	-0-	-0-	$68,490	-0-	$126,302	$400,000

TYPE CODE: C - Construction
D - Demonstration
E - Equipment
O - Operation

APPALACHIAN REGIONAL COMMISSION PROJECTS - APPROVED AND FUNDED

STATE: New York
FISCAL YEAR: 1983

PROJECT	NUMBER TYPE	ARC 211	ARC 214	VEA	OTHER	STATE	LOCAL	TOTAL
Afton Consortium ABT Afton Central School	8648 D	$ 7,169	-0-	-0-	$ 4,707	$5,678	$ 2,600	$20,154
Regional Business Dev. Center - CAD/CAM Corning Community Coll.	8649 C/E	284,000	-0-	$20,265	50,100	-0-	280,000	634,915
Regional Technology Center/Jamestown Comm. College	8650 E	90,000	-0-	-0-	-0-	-0-	90,000	180,000
Basic Skills Trng Chemung County Skills Center	8655 D	27,375	-0-	-0-	-0-	-0-	27,375	54,750
TOTAL - NEW YORK		$408,544	-0-	$20,265	$54,807	$5,678	$400,525	$889,819

TYPE CODE: C - Construction
D - Demonstration
E - Equipment
O - Operation

APPALACHIAN REGIONAL COMMISSION PROJECTS - APPROVED AND FUNDED

STATE: Ohio
FISCAL YEAR: 1983

PROJECT	NUMBER TYPE	ARC 211	ARC 214	VEA	OTHER	STATE	LOCAL	TOTAL
Compressed Natural Gas Training Program Hocking Technical	8591 O	$62,250	-0-	-0-	-0-	-0-	$62,250	$124,500
TOTAL - OHIO		$62,250	-0-	-0-	-0-	-0-	$62,250	$124,500

TYPE CODE:
C - Construction
D - Demonstration
E - Equipment
O - Operation

APPALACHIAN REGIONAL COMMISSION PROJECTS - APPROVED AND FUNDED

STATE: Pennsylvania
FISCAL YEAR: 1983

PROJECT	NUMBER TYPE	ARC 211	ARC 214	VEA	OTHER	STATE	LOCAL	TOTAL
Sec. Vocational Equip. Williamsport Area Community College	8661 E	$81,029	-0-	-0-	-0-	$81,030	-0-	$162,059
TOTAL - PENNSYLVANIA		$81,029	-0-	-0-	-0-	$81,030	-0-	$162,059

TYPE CODE: C - Construction
D - Demonstration
E - Equipment
O - Operation

APPALACHIAN REGIONAL COMMISSION PROJECTS - APPROVED AND FUNDED

STATE: South Carolina
FISCAL YEAR: 1983

PROJECT	NUMBER TYPE	ARC 211	ARC 214	VEA	OTHER	STATE	LOCAL	TOTAL
High Tech. Equipment Greenville Technical	8574 E	$ 262,150	-0-	-0-	-0-	-0-	$262,150	$ 524,300
Vocational Equipment R.D.Anderson Voc. Ctr.	8575 E	34,241	-0-	-0-	-0-	-0-	34,241	68,482
Machine Tool Tech. Equipment. Tri-County Technical College	8576 E	247,750	-0-	-0-	-0-	-0-	247,750	495,500
Computer/Word Proc. Equip. Spartanburg Technical College	8577 E	86,147	-0-	-0-	-0-	-0-	86,147	172,294
Vocational Equipment Pickens Co. Voc. Center	8578 E	16,750	-0-	-0-	-0-	-0-	16,750	33,500
Computer Asst. Drafting Equipment. Spartanburg	8579 E	47,127	-0-	-0-	-0-	-0-	47,128	94,255
Comp. Numerically Controlled Equipment Greenville Co. Sch. Dis.	8580 E	16,167	-0-	-0-	-0-	-0-	16,167	32,334
Micro-Electronics Equip. Tri-County Tech. Coll.	8581 E	259,748	-0-	-0-	-0-	-0-	259,748	519,496
Computer Literacy Cherokee County	8730 O	11,959	-0-	-0-	-0-	-0-	11,959	23,918
ARC Applied Computer Literacy Equipment	8726 E	14,603	-0-	-0-	-0-	-0-	14,603	29,206
Computer Literacy Equip. Anderson County Dist. V	8728 E	14,420	-0-	-0-	-0-	-0-	14,420	28,840
Computer Literacy Equip. Anderson Co. Dists. I&II	8725 E	14,615	-0-	-0-	-0-	-0-	14,615	29,230
Comp. Prog. Equip. R.D.Anderson Voc. Ctr.	8729 E	16,953	-0-	-0-	-0-	-0-	16,953	33,906
Computer Equipment Pickens Area Voc Ctr.	8727 E	9,846	-0-	-0-	-0-	-0-	9,846	19,692
TOTAL - SOUTH CAROLINA		$1,052,476	-0-	-0-	-0-	-0-	$1,052,477	$2,104,953

APPALACHIAN REGIONAL COMMISSION PROJECTS - APPROVED AND FUNDED

STATE: Tennessee
FISCAL YEAR: 1983

PROJECT	NUMBER TYPE	ARC 211	ARC 214	VEA	OTHER	STATE	LOCAL	TOTAL
Intenfied Ind. Training App.	7144-C2	$70,878	-0-	-0-	-0-	-0-	-0-	$70,878
TOTAL - TENNESSEE		$70,878	-0-	-0-	-0-	-0-	-0-	$70,878

TYPE CODE:
C - Construction
D - Demonstration
E - Equipment
O - Operation

APPALACHIAN REGIONAL COMMISSION PROJECTS - APPROVED AND FUNDED

STATE: West Virginia
FISCAL YEAR: 1983

PROJECT	NUMBER TYPE	ARC 211	ARC 214	VEA	OTHER	STATE	LOCAL	TOTAL
Improving Computer Literacy - Voc. ED.	8828 D/E	$600,000	-0-	-0-	-0-	$675,000	-0-	$1,275,000
TOTAL - WEST VIRGINIA		$600,000	-0-	-0-	-0-	$675,000	-0-	$1,275,000

TYPE CODE: C - Construction
D - Demonstration
E - Equipment
O - Operation

Department of Education
Rural Education Activities

Office: DVE/OVAE

Contact: Larry D. Case Phone No.: 245 9786

TITLE: Vocational Technical Education in Agriculture

PURPOSE: To provide quality vocational education programs in agriculture to all who need and can benefit and to improve existing programs.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: one
(1 through 10)

SCOPE: Vocational Education in Agriculture is a nation-wide instructional program operated at the secondary, postsecondary and adult levels for students preparing for or already engaged in agriculture/agribusiness careers. Students participate in three major program components: classroom and laboratory instruction, supervised occupational experience, and leadership development. Programs are in 57 States and Territories.

START DATE: 1976 END DATE: Due for Reauth. in FY'85

TARGET AUDIENCE: Secondary, postsecondary and adult students in the public school system.

PROCEDURE: Grants are awarded to the States which fund programs according to their approved State plan.

PRODUCTS: These educational programs are located in comprehensive high schools, area vocational schools, and community and junior colleges. The program involves 893,000 students in 8,000 schools.

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: Vocational Education Act (P.L. 94-482).

FUNDING:

	Total	FY 1984
Federal		
State		
Local		
Other		
Total		

Department of Education
Rural Education Activities

Office: DVES/OVAE

Contact: Bertha King

Phone No.: 245 9786

TITLE: Consumer and Homemaking Education Programs with Emphasis on Family Life Education for Rural populations at all educational levels.

PURPOSE: To promote and provide consumer and homemaking education with emphasis on improving the quality of family life for rural populations.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: 10
(1 through 10)

SCOPE: National

START DATE: 1976

END DATE: Pending Reauthorization of Voc. Educ. Act in FY '84.

TARGET AUDIENCE: Students at all educational levels.

PROCEDURE: Grants on formula basis awarded to the States and Territories in accordance with their approved State Plan.

PRODUCTS: Description of examples of programs and projects addressing Family life education for rural families and individuals. Will continue through FY'85.

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: P.L. 94-482, Subpart 5, Section 150.

FUNDING: Not available per specific program.

	FY 1984	Total
Federal	$ See above	$ See above
State		
Local		
Other		
Total		

Department of Education
Rural Education Activities

Office: OVAE/DVES

Contact: Bertha G. King Phone No.: 245 9478

TITLE: To conduct analysis of High School C & HE Students Attitudes in Different Geosocial Environments (Ohio)

PURPOSE: To analyze attitudes and values held by junior and senior high school students in home economics programs in Northwest Ohio high schools to determine differences among students from rural, suburban, and urban geosocial environments.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: 10
(1 through 10)

SCOPE: Rural, suburban, and urban population sample of 246 students from 20 schools randumly selected from among the 3 areas in joint vocational schools, Northwest Ohio.

START DATE: May, 1982 END DATE: January 1984

TARGET AUDIENCE: Rural, suburban and urban high school students.

PROCEDURE: Administered a questionnaire containing 10 items on demographic data and 70 self-inventory items correlating with value judgements concerning adults, careers and work, children, education, family, feeling toward males and females, home, home economics programs in family life area, consumerism, self-image and equity.

PRODUCTS: Results were summarized as follows: (1) Rural and suburban students held similar attitudes and values in all areas except money management (rural youth placed greater emphasis on sharing with family).and sex equity (Suburban youth held more traditional beliefs) (2) urban students valued education more than the other two groups and (3) attitudes and values held by males were significantly different from females regardless of location, with regard to careers, work and education.

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: Subpart 5, Section 150 of VEA (P.L. 94-482).

FUNDING:

	Total	FY 1984
Federal		
State		
Local		
Other		
Total		

Department of Education
Rural Education Activities

Office: DVE/OVAE

Contact: Gisela Harkin

Phone No.: 472-9140

TITLE: Shared Service: Vocational Guidance in a Rural State.

PURPOSE: To provide a flexible, innovative approach to deliver vocational guidance services in a highly rural state.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: one
(1 through 10)

SCOPE: State of North Dakota

START DATE: FY 1983

END DATE: ongoing

TARGET AUDIENCE: Students attending 92 high schools located in rural North Dakota serving 10,000 students.

PROCEDURE: The following services were provided the students in 92 rural high schools by 21 Area Vocational Counselors: 1. comprehensive vocational testing; 2. dissemination of occupational information; 3. public relations; 4. placement; 5. follow-up on each vocational education graduate; and 6. financial aid information.

PRODUCTS: Expected outcomes are: 1. students making more realistic career choices; 2. reduction in high school/college dropouts; 3. increase in job placement of students; 4. improved enrollments in center programs; and 5. improved employability skills of students.

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: Vocational Education Act (P.L. 94-482)

FUNDING:

	Total	FY 1984
Federal		
State		
Local		
Other		
Total		

HARKIN

COOPERATIVE VENTURES IN GUIDANCE

By Dennis Steele, Supervisor Vocational Guidance

The shared services concept is presently receiving a lot of consideration by rural North Dakota schools. One program, area vocational guidance, has been operating in this context for nearly ten years.

The importance of supportive services in our schools is becoming more and more important. It is even more necessary now in our age of increased mobility and expanded opportunities. In the "olden days" our young people were pretty much destined to remain in the nucleus of their home communities. Outside influences were minimal and the guidance was pretty much done within the family unit and church.

Oh! have times changed. The family and church units are still important, but they can no longer deal with all the guidance and counseling. Young people, are looking far beyond the radius of their home communities for their life's work and training. In essence, the things that influence their lives are greater and more complex than ever before. This process is going to continue. Yes, we are now living in Future Shock.

Presently, over 90 North Dakota high schools are in some type of cooperative effort to provide students, teachers, parents, and community members guidance services on a part time basis.

The schools hire individuals with a master's degree, who hold their Professional Guidance Credential from the Department of Public Instruction. Most of them come from our two counselor-training institutions at the University of North Dakota and North Dakota State University.

These "roving vocational counselors" work out of a "home" school and travel daily to area schools to provide secondary vocational guidance.

These programs accomplish everything any other guidance and counseling program would provide, keeping in mind time limitations.

The programs are designed to provide:

1) Individual counseling and group guidance.
2) Occupational information.
3) College and vocational training information.
4) Placement and follow-up programs.
5) Vocational testing (interest, aptitude, ability).
6) College financial aid information.
7) Assistance to special needs students.
8) Career planning assistance.
9) Referral information.

This is by no means a complete overview. The area vocational counselors keep very busy schedules.

The North Dakota State Board for Vocational Education has been working with secondary schools, assisting in the planning and development of cooperative efforts. A plan has been developed by the Board, whereby a minimum of three (3) schools could enter into a cooperative agreement and share a vocational counselor. There are presently eighteen (18) such programs in the state. Each program has from one to three counselors.

HARKIN

vocational guidance in rural areas: accessibility in the remotest schools

By DAVE SEIFERT
Area Vocational Counselor
Valley City Vocational Center

The relative remoteness of a high school in North Dakota should by no means take away from its students' accessability to information about themselves and their relation to the World of Work. From this premise in part, has grown the concept of the Area Vocational Guidance programs in North Dakota. A case in point is North Central of Barnes High School, located three miles north of Rogers, on Highway 1.

One day per week, NCHS is visited by the area vocational counselor out of the Valley City Multi-District Vocational Center. Although available for student concerns other than vocational in nature, the majority of the time is spent with grades 9-12 in helping the students become aware of their individual interests, abilities and personalities as they relate to the world of work.

In grade 9, time is spent in group discussing general interest areas. The measuring device used is the Kuder in conjunction with a number of valued exploration exercises. The hoped for outcome for the freshman year is to help students become aware of their individualities and the commonalities which exist between them. The general career areas are explored in relation to individual interests.

Grade 10 students spend time incorporating aptitudes with interests to help in looking at their individual situations in regard to post-secondary plans and career options. The General Aptitude Testing Battery is used as a jumping-off point in looking at the student's aptitudes in relation to interests and general job clusters. At this grade, the vocational counselor begins to meet individually to discuss the students' results and potential career opportunities and options.

As juniors, the students have hopefully used the information that they have begun to gather about themselves for upper-level class selections and potential career areas. At North Central, the ACT's Career Planning Program is used with the juniors to look at interests, aptitudes and actual lilfe and work experiences in relation to the general job clusters provided. The objective of the vocational counselor at this level is to have students narrow down options to one or two general job areas and begin to think about how their personalities, abilities, interests and future lifestyles would fit into these job clusters.

As seniors, the decision to attend a particular college or trade school is explored. Application, Financial Aid, Housing and general "get ready to graduate" items are shifted into high gear. Of the areas where parents become most concerned at this point is "where will I get money for my son or daughter to attend school?" Much time is spent in giving this information to parents and students, and the usual vehicle for providing this information is a "Financial Aids Night." At this meeting all of the necessary forms are distributed to parents, along with information on all facets of Federal, State and local aid. A general question-answer period allows parents to ask about individual financial circumstances.

Although much in the area of Career Exploration takes place "behind the scenes" in the regular classroom with teachers, shadowing workers, research in the library, talking to people already out working, and visiting the colleges and trade schools, one fact remains: today's students have never had more options and possibilities and having someone around to help can make all the difference in the world.

Grand Forks CAPP provides comprehensive system

Guidance Program

By JACK GRAY
Director
CAPP Program

The purpose of the Grand Forks Counseling and Placement Program is, as stated in a July 1977 report to the State Board for Vocational Education, "to provide a comprehensive system of guidance and counseling to all high school students, not only to assist them in their career decisions and vocational training, but also to assist them in finding a job."

To achieve such a goal requires a committed school board and school administration, plus a good deal of optimism, patience and energy on the part of the staff charged with building the program structure and procedures.

From the start, CAPP has emphasized the primacy of formal, classroom education within the school setting. On-the-job experiences are considered an extension of, not a substitute for, the regular school curriculum. The implementation of a job counseling and placement program, however, gives evidence to the belief that the world of work has much to offer in the education of our young people.

Flowing in the other direction, toward Grand Forks business community, is a supply of part-time workers who have been screened, counseled, and sometimes trained to meet the employer's needs.

In terms of personnel, the Grand Forks program consists of three part-time employees, including a director and a secretary-interviewer in each of the two high schools. The CAPP staff is under the supervision of the local Director of Vocational Education.

The three staff members are responsible for certain procedures which keep the operation functioning — that is, keeping job opportunities coming in, and qualified student applicants going out.

Basically, the Director searches out job opportunities, and the secretary-interviewer screen and counsel student applicants. Both functions are equally important. The Director spends most of his time making personal calls in the business community, while the secretary-interviewer have the dual responsibility of interviewing and keeping business and student card files current.

The procedures for achieving CAPP's goals are relatively simple. A "Student Employment" card file is maintained, which contains pertinent information about students who want work. A similar file containing data about employers who need part-time help is in the "Business" card file.

The link between students and potential employers is a "Job Bulletin Board" located in each of the two high schools. Jobs available are described briefly and identified by number, rather than by firm name. Interested students, who inquire about jobs by number, are screened; and, if considered suitable for a particular job, are given a CAPP card of introduction, which opens the door for an interview with the prospective employer.

CAPP's services create, on the one hand, a student with a broader education and a better understanding of the business world, and on the other hand, a business person with a reliable employee and a greater respect for our schools.

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levels were high as they are for any expectant parent desiring a healthy, normal baby.

[illegible] teenage parenthood by stating, "Seriously, it was just awful!"

HARKIN

Cooperative ventures in guidance

By DENNIS STEELE
Supervisor Voc. Guidance

The shared services concept is presently receiving a lot of consideration by rural North Dakota schools. One program, area vocational guidance, has been operating in this context for nearly ten years.

The importance of supportive services in our schools is becoming more and more important. It is even more necessary now in our age of increased mobility and expanded opportunities. In the "olden days" our young people were pretty much destined to remain in the nucleus of their home communities. Outside influences were minimal and the guidance was pretty much done within the family unit and church.

Oh! have times changed. The family and church units are still important, but they can no longer deal with all the guidance and counseling. Young people are looking far beyond the radius of their home communities for their life's work and training. In essence, the things that influence their lives are greater and more complex than ever before. This process is going to continue. Yes, we are now living in Future Shock.

Presently, over 90 North Dakota high schools are in some type of cooperative effort to provide students, teachers, parents, and community members guidance services on a part time basis.

The schools hire individuals with a master's degree, who hold their Professional Guidance Credential from the Department of Public Instruction. Most of them come from our two counselor-training institutions at the University of North Dakota and North Dakota State University.

These "roving vocational counselors" work out of a "home" school and travel daily to area schools to provide secondary vocational guidance. These programs accomplish everything any other guidance and counseling program would provide, keeping in mind time limitations.

The programs are designed to provide:

Individual counseling and group guidance.

Occupational information.

College and vocational training information.

Placement and follow-up programs.

Vocational testing (interest, aptitude, ability).

College financial aid information.

Assistance to special needs students.

Career planning assistance.

Referral information.

This is by no means a complete overview. The area vocational counselors keep very busy schedules.

The North Dakota State Board of Vocational Education has been working with secondary schools, assisting in the planning and development of cooperative efforts. A plan has been developed by the Board, whereby a minimum of three schools could enter into a cooperative agreement and share a vocational counselor. There are presently 18 such programs in the state. Each program has from one to three counselors.

State schools awarded minigrants

Two North Dakota schools have been selected to receive Energy Education Minigrants, sponsored by the North Dakota Energy Office.

Minigrants, in an amount not to exceed $500 each, will be awarded to St. Thomas Public School, St. Thomas, North Dakota, and Zeeland Public School, Zeeland, North Dakota. St. Thomas project director for "Construction of a Solar Collector" and "Storm Door for a Large Garage Door" will be George J. Kovash. Superintendent at St. Thomas is Norman Bakke. Project director and superintendent at Zeeland is Clay Dunlap. Projects to be implemented at Zeeland are "Developing An Energy Library" and "Construction of a Solar Collector."

The major criteria upon which proposals were reviewed included evidence that the project is designed to increase students' understanding and skills in the areas of general energy concepts, energy conservation, renewable resources and/or energy decision-making; evidence that sufficient planning has taken place to assure that the project will be implemented; existence of measurable objectives,

ERIC Career Guidance

By JERILYN WENTZEL
ERIC Search Analyst

Rapid technological change in our society has illustrated an ever increasing demand for effective career guidance programs in our schools. Administrators, teachers, and counselors across the state of North Dakota have requested information from the ERIC Center on student needs assessment for career guidance, program development, resource materials on occupational information, career planning, followup programs, and counseling techniques.

A computer search was completed on the subject of career guidance. Available documents in ERIC (Educational Resources Information Center) were identified.

A sampling of representative documents identified by the ERIC search are listed below. Each listing includes the ED or EJ number, author, document title, and source of the ERIC

Gore, Jan; Mason, Betty
Finding a Job You Like.
RIE March 1982
EJ 115 607
Huffman, Jim
Establishment of a Career Information Center.
CIJE September 1975
ED 204 495
Byrd, J. Louis
An Exemplary Program Designed to Implement A Guidance, Placement and Follow-Up Program to Secondary Vocational School Students. Final Report, 1977 to 1981.
RIE December 1981
ED 149 042

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Department of Education
Rural Education Activities

Office: OVAE/DVE

Contact: E Nelsen   Phone No.: 245 9786

TITLE: "Small Business Counselor's Training Program" in North Dakota

PURPOSE: To prepare marketing and distributive education teachers to function as SBA (Small Business Administration) counselors in their home school districts, including nearby rural communities. (SBA pays travel).

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: one
(1 through 10)

SCOPE: the State of North Dakota

START DATE: 1981   END DATE: continuous

TARGET AUDIENCE: Vocational teachers who, in turn, address developmental needs of small businesses. Note: 25 MDE teachers have been cerified as SBA counselors through this program and are bringing services to business people on a continuing basis.

PROCEDURE: An inservice teacher education program jointly conducted by the University of North Dakota and the Fargo SBA office: Phase I - formal instruction in business practices, using SBA loan cases. Phase II - application of instruction through counseling of an assigned client in home community.

PRODUCTS: Counseling service have been delivered to over 400 small business persons; about 25% in communities of 2500 or less (9/81-6/84).

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: Vocational Education Act (P.L. 94-482).

FUNDING:

	Total	FY 1984
Federal		
State		
Local		
Other		
Total		

Once the teacher becomes known in the community, through his/her membership in the local ACE/SCORE chapter, other businesspersons request counseling services (provided at no cost to client). On the average, each teacher has worked with 12 clients beyond the original client assigned during the training program.

A follow-up of businesses served by these teacher-SBA counselors is now being undertaken. To date, 110 of the 300 served have responded. Of these, 46% said that net profits have increased as a result of the counseling services.

MDE - Marketing and Distributive Education
SBA - Small Business Administration
ACE - Active Corps of Executives
SCORE - Service Corps of Retired Executives

Contact for further information:

Dr. Donald Kohns, Professor
Marketing and Distributive Education
Department of Business and Vocational Education
Gamble Hall, University Station
University of North Dakota
Grand Forks, ND 58202
(701) 777-2517

Marketing and Distributive Education - Exemplary Program

Entrepreneurship: In-Service Teacher Education and Adult Education

As of January 1984, 25 marketing and distributive education teachers function as SBA counselors in as many localities in North Dakota. Over a two-year period, these teachers have:

1. Become active members of ACE/SCORE chapters.
2. Provided counseling services on an individual basis to over 300 small businesspersons.
3. Co-sponsored with SBA a course called "Making It in Business," reaching over 500 people in business or contemplating going into business.
4. Co-sponsored with SBA tax clinics, enrolling over 1350 businesspersons.
5. Brought practical business examples into their high school/postsecondary MDE classes.
6. On occasion, carried out high school/postsecondary class projects for business clients, such as an advertising campaign, recommendations for improving inventory control system.

These teachers were certified as SBA counselors as a result of a unique in-service/intern teacher education program conducted jointly by the University of North Dakota and the Fargo SBA Management Assistance Office. This "Small Business Counselor's Training Program" was conducted during the summers of 1981 and 1982.

The training program had two phases: training at the SBA District Office by SBA staff and volunteer practitioners, and on-site counseling.

Phase I - formal instruction on business practices and procedures, such as financial analysis, SBA loan process, marketing, counseling techniques. Actual SBA loan cases were analyzed.

Phase II - application of instruction through counseling assignments. Each teacher prepared for this experience by studying the case documentation for the assigned client in his/her home community, usually one which had requested SBA assistance. In most cases, a SBA counselor accompanied the teacher. Written analysis and recommendations were prepared for the client and reviewed by the SBA counselor. Follow-up counseling visits thereafter were conducted by the teacher, usually on a monthly basis, until identified problems or action plans had been resolved.

Department of Education
Rural Education Activities

Office: OVAE

Contact: James Parker Phone No.: (202) 245 0691

TITLE: Adult Education

PURPOSE: To provide adult education to adults who have not completed high school.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: one & nine
(1 through 10)

SCOPE: 57 States and Territories

START DATE: N.A. END DATE: N.A.

TARGET AUDIENCE: Adults, 16 and over, who have not completed secondary, and who are not currently enrolled.

PROCEDURE: Education for adults with residence in rural areas is one of the segments of the target population mandated in the Adult Education Act. Congress appropriated $95 million for this program for expenditure in Fiscal Year 1984.

In Fiscal Year 1981, the last year for which we have data, the Adult Education program provided basic and secondary education to 284,832 rural adults. Approximately $12.5 million was expended for these programs.

PRODUCTS:

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: Adult Education Act (91 -231)

FUNDING:

	Total	FY 1984
Federal		$ 95 million
State		
Local		
Other		
Total		

Department of Education
Rural Education Activities

Office: Compensatory Education Programs

Contact: B. Gaarder

Phone No.: 245-9846

TITLE: ECIA Chapter 1 Migrant Education Program
Formula Grants to State Educational Agencies

PURPOSE:
To establish and improve programs to meet the special educational needs of migratory children of migratory agricultural workers or migratory fishers.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: (1 through 10)

SCOPE: Nationwide. Of approximately 590,000 children eligible for the program's services, a full-time equivalent of over 425,000 are served in about 3,300 projects.

START DATE: Continuous since 1967

END DATE: ---

TARGET AUDIENCE: Migratory children of migratory agricultural workers or migratory fishers, and the same children for five additional years after they have ceased to migrate.

PROCEDURE: State educational agencies apply for grants to operate State migrant education programs directly, through subgrants to local educational agencies, or through arrangements with public or nonprofit private agencies. Amount of each State's grant is determined by a formula based on count of eligible children 5-17 years of age.

PRODUCTS: Types of services provided: academic instruction, remedial and compensatory instruction, bilingual and multicultural instruction, vocational training and career education; guidance and testing, preschool services, educational materials, and nutritional and social services.

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY:
P.L. 97-35, Title V, Subtitle D, 20 U.S.C. 2761. Expires September 30, 1987.

FUNDING:

	FY 1984	Total
Federal	$ 248,678,400	$
State	---	
Local	--	
Other		
Total	$ [illegible]	$

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Department of Education
Rural Education Activities

Office: Indian Education Programs

Contact: Hakim Khan **Phone No.:** 245-8020

TITLE: Indian Education Programs; Proposed Rules

PURPOSE: To reduce costs and other regulatory burdens and to clarify application and compliance requirements. For the second and third years of a continuation award for a formula grant, an applicant LEA will be eligible to use an abbreviated application form if there is no change in the purpose and objectives stated in the original application.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: 3
(1 through 10)

SCOPE: These proposed regulations would implement the Indian Education Act of 1972 (Title IV of Public Law 92-318, the Education Amendments of 1972), as amended.

START DATE: January 23, 1984 **END DATE:**

TARGET AUDIENCE: American Indians

PROCEDURE: The Indian Education Act programs provide Federal financial assistance to Indian tribes, Indian institutions, and Indian organizations as well as to State and local educational agencies, elementary and secondary schools for Indian children operated by the Department of the Interior, and institutions of higher education for planning pilot, and demonstration projects, educational service projects, and educational personnel development projects to improve educational opportunities for Indian children and adults.

PRODUCTS:

Final Regulations

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: The Indian Education Act of 1972 (Title IV of Public Law 92-318, the Education Amendments of 1972), as amended.

FUNDING:

	FY 1984	Total
Federal	$ 68,780,000	$ 68,780,000
State		
Local		
Other		
Total	[illegible]	[illegible]

Department of Education
Rural Education Activities

Office: Woman's Educational Equity Act Program

Contact: Rosemary Wilson: Section Chief Phone No.: 245-2465

TITLE:

PURPOSE: To enter into contracts and grants to provide educational equity for women at all levels of education including preschool elementary and secondary education, higher education and adult education

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: None specifically. Rural ed is not excluded, however. (1 through 10)

SCOPE: This program issues awards to public agencies, nonprofit private agencies organizations institutions and individuals to develop educational materials and model programs designed to promote women's educational equity.

START DATE: ______________ **END DATE:** ______________

TARGET AUDIENCE: Educational Institutions, public agencies private non-profit agencies, organizations and institutions including student and community groups, and individuals.

PROCEDURE: To demonstrate develop and disseminate activities of national, statewide or general significance

PRODUCTS: model programs and educational materials

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: Title IX, Part C of the Elementary and Secondary Education Act of 1965, as amended by the Education Amendments of 1978 (20 U.S.C. 3341-3348)

FUNDING:

	FY 1984	Total
Federal	$ 2.76 million	
State		
Local		

Department of Education
Rural Education Activities

Office: State & Local Programs, Special Programs

Contact: Rita M. Ray   Phone No.: 472-7960

TITLE:
Law-Related Education Programs

PURPOSE: To enable non-lawyers, including children, youth & adults, to be more informed citizens concerning the law, legal process, the legal system and fundamental principles upon which these are based.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: 1,2,3,4,6,7,8,9,10
(1 through 10)

SCOPE:

1. Program promotes partnerships with parents, teachers, civic groups. 2. Disseminated information & books. 3. Regulations have just been simplified. 4. Reg. require that all persons including handicapped be recognized. 6. Rural institution apply. 7. States, N.P.O. & Feds give T.A. 8. Networks are outstanding. 9. Program materials are known to improve literacybecause of high interest & importance to individual.

START DATE: 10/1/84   **END DATE:** 9/1/85

TARGET AUDIENCE:
Elementary $ Secondary Students
Parents, Community,-Non-Lawyers

PROCEDURE:

SEA's, LEA's or other public or nonprofit private agency, organization or institution may apply for grants. This includes rural LEA's, Universities, N.P.O. and State Departments to carry out programs in rural and urban areas alike.

PRODUCTS:

Outstanding Law-Related Education materials developed and used in rural areas. Books on consumer ed used in Home Economics. Laws remain the same whether or not the individual comes from rural area. Better attendance because students feel materials are necessary- meaningful.

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY:

P.L. 97-35 (Program can also be funder under ECIA)
Section 583 & P.L. 98-139 (Conf. Com. Report) $1,000,000

FUNDING:

	FY 1984	Total
Federal	$1,000,000	$
State		
Local		
Other		

Department of Education
Rural Education Activities

Office: DOE/SLEP/OES/DPB/SPS

Contact: Jack Simmons Phone No.: 472-7960

TITLE: Consolidated Grants to the Insular Areas-Trust Territory-Guam-Northern Mariana-American Samoa-Virgin Islands

PURPOSE:

To improve the quality of elementary/secondary education in the Insular Areas.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: All
(1 through 10)

SCOPE: The (5) Insular Areas (State Agencies) utilize the funds provided to enhance the quality of educational services at the local school for all elementary/secondary school children. These services cut across many curriculum areas and all children enrolled

START DATE: Oct 1, 1983 **END DATE:** Sept 30, 1984

TARGET AUDIENCE: Funds are targeted for Insular Area schools and includes the total population enrolled.

PROCEDURE:

N/A

PRODUCTS: No tangible products

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: Title V-P.L. 95-134-modified by the Education Consolidation Improvement Act of 1981.

FUNDING:

	FY 1984	Total
Federal	$22,468,171	$ 22,468,171
State		
Local		
[illegible]	-	

Department of Education
Rural Education Activities

Office: SLEP/DES

Contact: Ron Davis Phone No.: 245-7965

TITLE: Chapter 2 ECIA

PURPOSE: To improve elementary and secondary education for children attending both public and private schools.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: ~~Activities 1~~ and 10
(1 through 10)

SCOPE: Programs are authorized to use public education facilities as community centers to provide educational, recreational health care, cultural and other related community and human services.

START DATE: FY 1982 **END DATE:** Sept 30, 1987

TARGET AUDIENCE: LEA's nationwide

PROCEDURE: Administered by each respective state educational agency.

PRODUCTS: None

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: Chapter 2 ECIA of 1981

FUNDING:

	FY 1984	Total
Federal	$ N/A	$ N/A
State		
Local		
Other		

Department of Education
Rural Education Activities

Office: ETTA

Contact: C. Coates

Phone No.: 245-2181

TITLE: Civil Rights Technical Assistance & Training Programs

PURPOSE: To provide technical assistance training services to school districts for the purpose of meeting special needs related to desegregation and elimination of discrimination by race, sex and national origin.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: 7 and 9
(1 through 10)

SCOPE:

1. Services addresses needs related to race, sex and national origin.
2. Title IV grantees provides assistance to public elementary and secondary school districts

START DATE: n/a

END DATE: n/a

TARGET AUDIENCE: Public School System (teachers, administrations, school boards)

PROCEDURE: LEAs request TA from SEA and/or DAC concerning problems related to desegregation in the area of race, sex and/or national origin

PRODUCTS: none

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: PL-ES-352, CRA of 1964

FUNDING:

	FY 1964	Total
Federal	24,000,000	$ 24,000,000
State		
Local		
Total [illegible]	[illegible]	24 [illegible]

Department of Education
Rural Education Activities

Office: SLEP/DES

Contact: Allen A. Schmieder   Phone No.: 245-8484

TITLE: Elementary and Secondary Projects that go through the JDRP process that have a rural focus

PURPOSE:
- .Those approved have capacity to provide technical assistance
- .All are data supported examples of successful education practices

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: 7
(1 through 10)

SCOPE: Generally school systems--key project personnel--work are on one with school systems interested in adopting or adopting exemplary practices

START DATE: ongoing   **END DATE:**

TARGET AUDIENCE: K-12- demography varies with each project

PROCEDURE: Write to ASE requesting list of "model" projects

PRODUCTS:
Materials (usually case studies)
Technical Assistance

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY:

FUNDING:

	FY 1984	Total
Federal		
State		
Local		
Total		

Department of Education
Rural Education Activities

Office: SLEP/DES/PR&S/ADAEP

Contact: Myles Doherty
Phone No.: 472-7960

TITLE: Alcohol & Drug Abuse Education Program

PURPOSE: To develop the capacity of local school systems to respond to alcohol & drug abuse problems

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: All (1 through 10)

SCOPE: To train & provide T.A. to local school systems

START DATE: Oct 1, 1983
END DATE: Sept 30, 1984

TARGET AUDIENCE: Local rural school systems

PROCEDURE: N/A

PRODUCTS: No tangible products

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: The education consolidation improvement act of 1981

FUNDING:

	FY 1984	Total	
Federal	$ 2,850,000	$2,850,000	50% for non-urban
State			
Local			
Other			
[illegible]			

Department of Education
Rural Education Activities

Office: OSERS/NIHR

Contact: Ellen J. Liberti

Phone No.: 732-1206

TITLE: NATIONAL RURAL INDEPENDENT LIVING NETWORK
(Murray State University, Murray, Kentucky)

PURPOSE: To activate community volunteers in a network to provide independent living information and services to disabled people in rural areas.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: ______
(1 through 10)

SCOPE: Nationwide - sites in fifteen rural areas around the country

START DATE: 03/01/83

END DATE: 02/28/86

TARGET AUDIENCE: Disabled persons, business and organization members, all community volunteers in rural areas

PROCEDURE: Will use microcomputer based system to match the needs of disabled persons in the rural areas with the services volunteered to meet those needs; electronic mail capabilities of the computer system will help to meet needs from wider resources and to provide information about how to manage volunteers in this system and about techniques for independent living.

PRODUCTS: Resource handbooks for volunteers; software for resource matching systems: core groups established in communities with commitment to carry on after the project has finished: dissemination conference to replicate the system in other rural areas.

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: P.L. 95-602

FUNDING:

	FY 1984	Total
Federal	$ 200,000.	$ 600,000.
State		
Local		
Other		
Total	$ 200,000.	$ 600.000.

Department of Education
Rural Education Activities

Office: OSERS/NIHR

Contact: Ellen J. Liberti

Phone No.: 732-1206

TITLE: RURAL INDEPENDENT LIVING RESEARCH UTILIZATION PROJECT (The Institute For Rehabilitation and Research. Houston, TX)

PURPOSE: To document and disseminate information about field tested models which apply the concepts of independent living to rural areas.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: (1 through 10)

SCOPE: Five sites in Texas

START DATE: 04/01/83

END DATE: 03/31/86

TARGET AUDIENCE: Disabled People in Rural Areas (eventually), tested in rural Texas

PROCEDURE: To develop and selectively demonstrate a variety of models of independent living using outreach networks: to expand and transfer models to multi-state demonstrations and eventually to a national program.

PRODUCTS: Documented research model: dissemination conference

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: P.L. 95-602

FUNDING:

	FY 1984	Total
Federal	$ 149,592.	$450,000
State		
Local		
Other		
Total	$ 149,592	$ 450,000.

Department of Education
Rural Education Activities

Office: OSERS/NIHR

Contact: Naomi Karp

Phone No.: 732-1196

TITLE: INTERVENTION FOR HIGH RISK AND HANDICAPPING CONDITIONS IN CHILDREN TO AGE 3 (West Virginia University)

PURPOSE: Physician training and education for medical students to sensitize them to helping at-risk infants; follow up with children with low birth weights; lead screening of infants in West Virginia

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: (1 through 10)

SCOPE: State of West Virginia

START DATE: 12/15/80

END DATE: 12/14/85

TARGET AUDIENCE: Physicians medical students; mothers of low birthweight infants

PROCEDURE: Education programs, medical screenings of children

PRODUCTS: computer high-risk registry of at-risk children

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: P.L. 95-602

FUNDING:

	FY 1984	Total
Federal	$ 87,884.	$ 250,000.
State		
Local		
Other		
Total	$ 87,884.	$ 250,000.

Department of Education
Rural Education Activities

Office: OSEP

Contact: Michael Ward   Phone No.: 732-1163

TITLE: Montana Model for Education of the Severely Handicapped (Eastern Montana College)

PURPOSE: The Purpose of this project is to plan, implement, and communicate about model systems for delivery of special education and related services to severely handicapped children and youth.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: 1, 4, 5, 6, 7, 8
(1 through 10)

SCOPE: To strengthen the continuum of services for severely handicapped children and youth within the State of Montana.

START DATE: 10/1/83   END DATE: 9/30/86

TARGET AUDIENCE: Severely Handicapped Children and Youth

PROCEDURE: The planning and design of this project has involved in-depth input from state and local service delivery systems to develop a program which is both needed and widely supported.

PRODUCTS: Project brochure, model replication guide

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: Part C, Sec. 624, Title VI, of P.L. 91-230,

FUNDING:

	FY 1984	Total
Federal	$ 141,868	$ 416446
State		
Local		
Other		
Total	$	$

Department of Education
Rural Education Activities

Office: OSEP

Contact: Michael Ward

Phone No.: 732-1163

TITLE: Design for Comprehensive State-Wide Systems
(Utah State University)

PURPOSE: The Purpose of this project is to plan, implement, and communicate about model systems for delivery of special education and related services to severely handicapped children and youth.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: 1, 4, 5, 6, 7, 8
(1 through 10)

SCOPE: The development of comprehensive statewide service delivery systems for the severely handicapped in both Utah and Wyoming.

START DATE: 10/1/83

END DATE: 9/30/86

TARGET AUDIENCE: Severely Handicapped Children and Youth

PROCEDURE: Field reviewers, from school districts, state departments, and private agencies are assisting project staff in the design of the model and its evaluation, revision, and dissemination.

PRODUCTS: Project brochure, model replication guide

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: Part C, Sec. 624, Title VI, of P.L. 91-230,

FUNDING:

	FY 1984	Total
Federal	$ 159,095	$ 476,181
State		
Local		
Other		
Total	$	$

Department of Education
Rural Education Activities

Office: OSEP/DPP

Contact: Norm Howe

Phone No.: 732-1071

TITLE: National Rural Special Educator Training Project

PURPOSE: This project will develop, validate, and disseminate curricula to train special education majors to work with handicapped children in the 11,000 rural school systems.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: ______ (1 through 10)

SCOPE: National

START DATE: 6/1/82

END DATE: 5/30/85

TARGET AUDIENCE: 1200 special education majors in 300 universities

PROCEDURE: Develop, validate, and disseminate curricula

PRODUCTS: Curricula to train special education majors in 300 universities.

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY:

Sections 631, 632, and 634 of Part D of the Education of the Handicapped Act.

FUNDING:

	FY 1984	Total
Federal	$ 118,900	$118,900
State		
Local		
Other	25,150	25,150
Total	$ 144,050	$ 144,050

ABSTRACT

Numerous studies have documented that there are critical shortages of qualified special educators to work with rural handicapped children. An OSE 1980 Briefing Paper stressed that there are at least 5,000 unfilled special education positions in rural schools.

This project will develop, validate, and disseminate curricula to train special education majors to work with handicapped children in the 11,000 rural school systems (67% of the nation's total districts). Training modules will be based on 3 1/2 years of research in rural schools for the purpose of identifying effective ways to serve handicapped students in rural areas.

A Minimum of 1,200 students will be trained by this project. Their work will impact thousands of rural handicapped children.

Thirty universities across the country will be involved. The core curriculum developed will ultimately be available to faculty in the other 300 universities with special education training programs and rural geographic service areas.

The focus of this application is highly consistent with the U.S. Office of Special Education Rural Initiative established in 1979. Over one-half of the rural areas to be served by project graduates will involve significant numbers of rural hahdicapped students who are also members of minority groups or who are migrants.

For Reader Convenience, the proposal is organized according to the evaluation format for new applications. The reader is requested to note that an verview of the project is contained in pages 36-53.

Department of Education
Rural Education Activities

Office: OSEP/DPP

Contact: Norm Howe

Phone No.: 732-1071

TITLE: National Consortium of Universities Preparing Rural Special Educators

PURPOSE: The project will develop, validate, and disseminate rural preservice modules to 300 Universities.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: ______
(1 through 10)

SCOPE: National effort to develop curricula for existing special educator preparation programs.

START DATE: 6/1/84

END DATE: 5/31/87

TARGET AUDIENCE: Special Educators preparing to serve in rural areas

PROCEDURE: Develop, validate and disseminate rural preservice modules.

PRODUCTS: Rural preservice modules

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY:

Sections 631, 632, and 634 of Part D of the Education of the Handicapped Act.

FUNDING:

	FY 1984	Total
Federal	$141,074	$141,074
State		
Local		
Other University	27,228	27,228
Total	$168,302	$168,302

INTRODUCTION

This application is based on the work of several previously funded projects. In 1978, the National Rural Research and Personnel Preparation Project (NRP) was funded to Murray State University by the Bureau of Education for the Handicapped. Subsequent to that project, the university established an administrative unit entitled the "National Rural Project." This unit provides centralization and coordination of the university's major missions related to rural education. The National Rural Project has been involved in state and federal projects dealing with research, in-service education, preservice preparation, career education for the handicapped, and other projects related to serving handicapped children, youth, and adults in rural settings.

This proposed project was developed because of the serious need for preservice curriculum for special educators preparing to serve in rural areas throughout the country. Meetings with the U.S. Office of Special Education Programs (SEP) personnel, TED members, and faculty from across the country participating in the December, 1982, Project Directors' meeting held in Washington, D.C., strongly supported the idea of a National Consortium of Universities Preparing Rural Special Educators. At a subsequent 1983 meeting of the Consortium, attendees overwhelmingly decided to fully participate in the organization and in this related grant project. The structure of this application resulted from the responses and expressed interests of those faculty and administrators representing some 51 different institutions.

This project will develop, validate, and disseminate rural preservice modules designed for use in existing special educator preparation programs. It will create and support the efforts of a National Rural Research Network. Parents, practitioners, CSPD coordinators, and other field-based personnel from throughout America will serve on thirty advisory boards (one at each university involved in curriculum development). The project will use, and encourage the innovative use of, technology. Project-prepared personnel will be linked with available jobs through a National Rural Job Data Bank.

Cost effectiveness is an inherent characteristic of the proposed project. Personnel from 30 university special education personnel preparation programs will be involved in curriculum development, and faculty from at least 30 others will field-test the curricula. The project will have potential for impacting over 300 universities across the country which prepare special education teachers for rural areas because it will produce curriculum modules which will be field-tested and validated for various rural subcultures. At least 2,625 students will receive training in concepts and skills needed for survival in and contributions to rural special education settings. These students will teach 13,125-52,500 children each year. (5 to 20 students per teacher per year).

It is expected that at least 150 researchers--graduate students and faculty--will be involved in investigating issues of concern to rural special education. Over 200 practitioners, handicapped people and/or their parents, CSPD council members and others will be actively involved on advisory boards. This wide-spread participation will make use of the talented and interested professionals and lay citizens (including parents of the handicapped) who share a concern about the quantity and quality of special education personnel working in rural areas.

Many universities indicated that they would commit resources (personnel, materials, etc.) to the project. (See sample letters of support in Appendix A.) This process will enable the project to focus most of its financial resources on actual curricula, research and use of technology rather than on employing numerous curriculum developers. A significantly greater range of expertise will be committed to the development of curricula, research, and innovative uses of technology than would be possible via a traditional project with staff attempting to accomplish all objectives. Use of electronic communicatons and "Piggy-back" conferences will also contribute to the cost effectiveness of this project.

The proposed National Consortium of Universities Preparing Rural Special Educators will provide a mechanism for assisting and networking colleges and universities which are developing and field-testing rural pre-service curricula. Essentially, the Consortium project will become a means for developing and disseminating a consistent data-based curricula for preparing rural special educators, support personnel and researches.

While the proposed project is large and involved, it is essential and is not overly-ambitious for the proposed staff and the NRP. The National Rural Project has accumulated extensive archives including literature reviews, program and project descriptions, and categories of other resources related to the delivery of services to rural handicapped children and youth. Additionally, the NRP has: developed (and is currently field-testing with 30 universities) a series of core curriculum modules which will form the basis for the specialized curricula developed by universities participating in this project; conducted national-level research; established community volunteer systems in rural areas across America; and developed computerized networks of parents, volunteers, and professionals. Thus, this proposed consortium will be a natural "next step" in the design of programs which will prepare competent rural special educators and researchers. The entire project relates to the U.S. Department of Education's "Rural Education Policy for the 80's" statement that rural programs should be funded more equitably.

The Consortium Project will do the following:

1. Develop, validate and disseminate rural pre-service modules designed for use in existing special education programs. The need for these specialized modules has been demonstrated through previous research efforts. Specifically, curricula modules will be developed to assist in the preparation of personnel for rural service within the following areas:

    a. Serving Severely Handicapped and Other Low Incidence Handicaps in Rural Areas
    b. Rural Independent Living Skills
    c. Technology in Rural Schools
    d. Populations over Seventeen (Effective Transitions From School to Rural Community/World of Work)
    e. Serving Rural Early Childhood Handicapped
    f. Rural Special Education Administration
    g. Rural Secondary Special Education Programs
    h. Providing Related Services in Rural Schools
    i. Rural Vocational Education and Transition from School to Work
    j. Rural Vocational Rehabilitation
    k. Rural Community Mobilizaton
    l. Rural Speech Therapists
    m. Rural Special Education Teachers For Emotionally Disburbed Children
    n. Rural Special Education Teachers For Learning Disabled Children
    o. Rural Special Education Teachers For Educable Mentally Handicapped Children
    p. Rural Generic Special Education
    q. Other topics as needed in unique geographical or rural subcultures or for other topics of concern to participating universities.

2. Link universities and colleges together that are developing curriculum.

3. Provide archival information, on request, related to the delivery of services and the training of special educators in rural areas.

4. Develop curricula which will be field-tested in areas having diverse geographical and demographic characteristics. This will allow institutions to request curricula which would "fit" unique situations.

5. Provide periodic bulletins to all institutions in the country focusing on resources available and successful rural special education curriculum activities.

6. Provide assistance to institutions desiring to develop a rural preservice or inservice special educator preparation program through dissemination of curricula, Bulletins, and research reports.

7. The Consortium project will support the efforts of a National Rural Research Network.

8. The project will use, and encourage the innovative use of technology.

In summary, this project will develop data-based rural special educator training curricula using a cost-efficient process of involving staff from numerous (30 developing and 30 field-testing) universities and colleges. Most of the institutions have already requested to be involved in the proposed activities. Graduates from these participating programs (located throughout the country) will be trained to deliver appopriate services to tens of thousands of rural handicapped children, youth and their parents.

For reader convenience, this application is formulated according to the evaluation document ED FORM 9049, Revised 10/82.

Department of Education
Rural Education Activities

Office: Special Education Programs

Contact: Carolyn Smith / Paul Ackerman   Phone: 732-1159

Title: HCEEP Rural Network

Purpose:

The Handicapped Children's Early Education Program (HCEEP) Rural Network is an active group of professionals drawn together by a desire to increase the number and quality of services available to the young handicapped children of Rural America.

The major goals of the the Rural Network are:

- To make consumers aware of the HCEEP Rural Network and the Network models for rural service delivery;
- To link training and technical assistance resources with agencies, states, or regions needing assistance in rural program development;
- To assist in the development of national, regional, and state networks of support to programs and persons serving young handicapped children and their families in Rural America; and
- To continue development and dissemination of monograph series to address problems related to rural service delivery.

Target Audience: Persons and programs providing services to young rural and handicapped children

Procedure:

- A Resource Bank links individuals or agencies able to office offer training or technical assistance with programs in need of help with specific areas of rural programing;
- Regional and State Networks, National and Regional Rural Workshops are developed for information sharing and training;

Products: The Rural Network Monograph Series-available at cost.

Authorizing Legislation or Administrative Authority: PL91-230, as amended by PL 98-199.

Funding:

	FY 1984	Total
Federal	$	$
State		
Local		
Other		
Total	$	$

Department of Education
Rural Education Activities

Office: Office of Bilingual Education & Minority Languages Affairs

Contact: Dr. R. Rudy Cordova **Phone No.:** 245-2609

TITLE: Title VII - Bilingual Education Programs

PURPOSE: To encourage the establishment and operation of educational programs using bilingual educational practices, techniques and methods.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: ______
(1 through 10)

SCOPE: Covered all basic programs funded through Title VII Grants.

START DATE: October, 1983 **END DATE:** Februrary, 1984

TARGET AUDIENCE: Title VII bilingual programs serving rural areas.

PROCEDURE: As assessment of 550 Basic Bilingual Programs to determine programs serving rural areas.

PRODUCTS: Report - An assessment of Basic Bilingual Programs Serving Rural Areas. "SUMMARY TABLE" attached.

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY:

Title VII - Elementary and Secondary Education Act

FUNDING:

	FY 1984	Total
Federal	$139,183,000	$
State		
Local		
Other		
Total	$	$

[illegible]

Department of Education
Rural Education Activities

Office: Bilingual Education

Contact: Dr. R. Rudy Cordova

Phone No.: 245-2609

TITLE: National Clearinghouse for Bilingual Education

PURPOSE: To collect, analyze, and disseminate information about bilingual education

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: ______
(1 through 10)

SCOPE: Provided display of available materials and information about clearinghouse during annual conference

START DATE: ______

END DATE: ______

TARGET AUDIENCE: Education community particularly those interested in Bilingual Education.

PROCEDURE: Responds for requests for information from a variety of groups.

PRODUCTS: Publication of newsletter, reports, synthesis reports, topical bibliographies and topical directories.

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY:

FUNDING:

	FY 1984	Total
Federal	$	$
State		
Local		
Other		
Total	$	$

ACTIVITY: Management Institute attended by all directors of Title VII programs.

Information on Rural Education Conference distributed to approximately 1,000 participants.

ACTIVITY: Funding of new Basic Bilingual Education projects.

Top priority was given to new applicants under the heading of "historically Underserved". 40% of the total monies allocated for basic programs or approximately $9.5 million was set aside for this category which is serving predominantly small rural schools that had never received any monies from Title VII.

DESCRIPTION OF TITLE VII (BILINGUAL EDUCATION) PROJECTS SERVING RURAL POPULATIONS - BY STATE

ALASKA

- Akiachak Native Community Elementary School

  Akiachak, Alaska 99551

  Project serves 82 Yupiit Eskimo students in grades K-8 in order to overcome barriers created when oral tradition students enter a literacy-oriented school environment. The project is located in a contract school in an isolated hunting, trapping and fishing region of Alaska.

- Iditarod School District
  P. O. Box 105
  McGrath, Alaska 99627

  Project serves 170 K-2 students with the aim of stabilizing native language (Yupiit Eskimo/Athabascan) attrition and promote fluency in both English and native languages instilling pride in the children's culture. The project serves sparsely populated and isolated communities with an itinerant staffing pattern. Computer use is indicated.

- Yukon-Kokuyuk School District
  P. O. Box 309
  Nenana, Alaska 99760

  Project serves 211 LEP students who speak Athabaskan/Koyukon and Inupiak Eskimo languages stressing language development activities to supplement the English language curriculum in six subarctic region sites serving remote Indian villages and homesites.

ARIZONA

- Havasupai Education Programs
  P. O. Box 40
  Supai, Arizona 86435

  Project serves 85 Havasupai students in grades Pk-8 in a remote part of the Grand Canyon Havasupai tribal area providing an integrated bilingual language experience program and offering training to support staff and parents. It seeks to effect a positive transference of skills to the students' English language capability. Project has produced a Havasupai-English dictionary.

- Nazlini Boarding School
  Bureau of Indian Affairs
  P. O. Box 827
  Chinle, Arizona 86503

  Project serves 114 students in grades K-5 in remote, high-desert area of Navajo Reservation and seeks to improve the bilingual/bicultural education of Navajo monolingual-monocultural children in a boarding school setting designed to combat absenteeism problem and promote the achievement of functional communication skills.

- Rock Point School, Inc.
  Rock Point Community School
  via Chinle, Arizona 86503

  Project serves 160 Navajo students in grades K-2 primarily providing English as a second language instruction in a Navajo-dominant community controlled contract school.

- Sacaton School District
  P. O. Box 98
  Sacaton, Arizona 85247

  Project serves 425 Pima-dominant students in grades K-5 in a program geared to improving their English language skills and stressing the Gila River culture and history through the development and use of Pima/Maricopa language materials and social study units.

- Santa Rosa Ranch
  Sells Star Route, Box 230
  Tucson, Arizona 85735

  Project serves 35 Papago-Cochise students in grades PK-3 in isolated section of Papago Reservation. It strives to increase the students' English language competency using tutoring patterns.

- White Mountain Apache School
  Bureau of Indian Affairs
  P.O. Box 999
  Whiteriver, Arizona 85941

  Project serves 110 Apache students in a bilingual/bicultural program to develop the linguistic skills of students attending the primary grades in three BIA-operated schools in the Ft. Apache Indian Reservation.

- Whiteriver Unified School District #20
  P. O. Box 190
  Whiteriver, Arizona 85941

  Project serves 250 third and fourth grade Apache students or who speak Yati'/Naki languages with a bilingual, multicultural program implemented in eleven classrooms at two school sites in the Ft. Apache Reservation.

CALIFORNIA

- Arvin Union School District
  737 Bear Mountain Boulevard
  Arvin, California 93203

  Project serves 144 Spanish speaking students in grades K-3 offering bilingual instruction in language arts, social studies and science through the use of the primary language in reading readiness. Project seeks to improve English language skills.

- Calistoga Joint Unified School District
  1327 Berry Street
  Calistoga, California 94515

  Project serves 171 Spanish speaking students in grades K-6 to facilitate a smooth transition and transference of limited English proficient students to English curriculum classes.

- Chemehuevi Tribe Bilingual Program

  Chemehuevi Valley, California 92863

  Project serves 48 Chemehuevi students in grades Pk-3 developing, implementing and evaluating a curriculum which encompasses individual linguistic and cultural differences with an environmentally-based curriculum. Use of computer is indicated.

- Chualar Union
  P. O. Box 188
  Chualar, California 93925

  Project serves 251 Spanish speaking students in grades PK-5 to develop their English language proficiency skills so that they can compete successfully in an all English curriculum. The program provides native language instruction in reading, math, science and social studies, using a dual language-alternate day model approach.

- Fremont Unified School District
  Indian Bilingual Education Program
  2650 Bruce Drive
  Fremont, California 94539

  Project, originally a demonstration program, serves 125 Pomo students in grades Pk-6 promoting fluency and English proficiency. It seeks to improve communication skills through positive interaction with the educational environment.

- Guadalupe Union School District
  P. O. Box 788
  Guadalupe, California 93434

  Project serves 60 Pk Spanish speaking students from a migrant population using a multisensory approach and emphasizing oral language development.

- Healdsburg Union School District
  925 University Street
  Healdsburg, California 95448

  Project serves 178 Spanish speaking students in grades K-6 in two school sites to improve and expand current bilingual services and focusing on the transition of limited English proficient students to English classes. Project uses innovative approach with integrated groupings and a cultural enrichment program in the arts.

- Holtville Unified School District
  621 E 6th Street
  Holtville, California 92250

  Project serves 164 Spanish-speaking students in grades 6-8 using a dual language approach towards achieving the competency level in the second language. Project serves migrant population seventeen miles from the Mexican border.

- Imperial Co. Office of Ed. Curriculum Services
  Rural Schools Consortium
  1398 Sperber Road
  El Centro, California 92243

  Project serves 193 Spanish-speaking students in grades 9-12 in three public and one private high school serving isolated rural districts. The project aims to enhance proficiency in the English language, especially for low achievers.

- Merced County S.D.
  632 W 13th Street
  Merced, California 95340

  Project serves three districts and twelve schools including many small schools like Livingston Union, Weaver Elementary and others with refugee populations in a multi-language project. It uses an innovative immersion program for students of Spanish and Portuguese and also serves Lao, Hmong and Punjabi speaking students.

- Richgrove School District
  20812 Grove Drive, P.O. Box 201
  Richgrove, California 93261

  Project serves 325 Spanish-speaking students in grades K-6 in a program in the Tulare central valley which offers basic skills instruction and training to achieve English proficiency. It offers second language learning opportunities to all students.

- South Bay Union
  601 Elm Avenue
  Imperial Beach, San Diego, California 92032

  Project serves 164 Pk-K Spanish speaking students in a structured-sequential program to improve language proficiency and cognitive skills and enhance opportunities for students to become bilingual/crosscultural citizens.

- Woodlake Union High School District
  400 S Whitney
  Woodlake, Tulare, California 93286

  Project serves 134 students in grades 9-12 using an intensive practical approach to bilingual education at the high school level and serving Spanish and Vietnamese speaking students.

COLORADO

- Alamosa Public School
  209 Victoria Avenue
  Alamosa, Colorado 81101

  Project serves 305 Spanish speaking students using a bilingual/bicultural approach with an intensive parent participation component with the aim of bridging the gap between the home and the school.

- South Conejos R.E. #10
  P. O. Box 398
  Antonito, Colorado 81120

  Project serves 120 Spanish speaking students in grades K-4 using an individualized, diagnostic-prescriptive approach to bilingual education provided during the entire day in designated classrooms of target schools.

- Southwest Board of Cooperative Services
  P. O. Box 1420
  Cortez, Colorado 81321

  Project serves 44 Navajo students in grades K-5 in small school of 73 Navajo-dominant students to enhance their English language proficiency, focusing on environmental, cognitive and affective growth phases.

IDAHO

- Burley Joint School District #151
  237 E 19th Street
  Burley, Idaho 83318

  Project serves 77 Spanish speaking students in grades 7-12 and expanding the previous bilingual elementary level program.

- Shoshone/Bannock Indian School
  P. O. Box 306
  Fort Hall, Idaho 83203

  Project serves 78 students in grades 7-12 providing a trilingual curriculum and career enhancement program to Indian children who speak Shoshone or Bannock focusing on bilingual/bicultural experiences at the Fort Hall Indian Reservation. A community newsletter serves as a bridge between school and community.

IOWA

- Sac and Fox Settlement School
  R.R. #2
  Tama, Iowa 52339

  Project serves 83 students Pk-5 in Meskuaki and Algonquin languages providing a basic bilingual education program which focuses on contrastive instructional approaches and code-switching and is geared to alleviating the children's linguistic disadvantage in traditional and non traditional areas and formalizing their native language instruction.

MAINE

- Maine Indian Education
  Pleasant Point
  P. O. Box 412
  Calais, Maine 04619

Project serves 89 Passamaquody Indian students in grades K-12 implementing an integrated bilingual program to reinforce English language competency in children of the Pleasant Point Indian Reservation. Closed circuit TV is used.

MICHIGAN

- Hannahville Tribal Council
  Route 1
  Wilson, Michigan 49896

Project serves 53 Ojibwe students in grades K-8 with the aim of raising their English proficiency through the use of comparative-contrasting methods of English transference to Ojibwe and viceversa, using a total immersion approach and stressing nature.

MINNESOTA

- Red Lake Independent School District #38

  Red Lake, Minnesota 56671

Project serves 171 Ojibwe students in grades 1-9 providing a bilingual education program geared to enabling students to function effectively in an English speaking environment and emphasizing reading and language skills as well as mathematics. Project has made effective use of KAWE public TV programming.

MISSISSIPPI

- Choctaw Co. School District (BIA)
  Evergreen Street
  Philadelphia, Mississippi 39350

  Project serves 150 Choctaw students in grades K-3 using a dual language approach geared to increasing English language proficiency. Parents are utilized as instructional partners through home reinforcement visits and training in the use of home exercises.

MONTANA

- Busby School/Northern Cheyenne Tribe
  Box 38
  Busby, Montana 59016

  Project serves 51 students in K-3 and 96 students in 4-6 to provide bilingual education stressing conceptual development in reading, writing and math and emphasizing English proficiency as well as the Cheyenne language and culture. School is located in the large Northern Cheyenne Reservation.

- Chippewa-Cree Tribal Education Comm.
  Rocky Boy Tribal High School
  Rocky Boy Route 588
  Box Elder, Montana 59521

  Project serves 59 Cree students in grades 9-12 in a small isolated Indian Reservation providing individualized, computer-assisted instruction, teacher training and developing curriculum materials using the Cree Syllabary of 33 symbols.

- Confederated Salish and Kootenai Tribes
  Two Eagle River School
  Star Route, Box 11
  Dixon, Montana 59831

  Project serves 61 Salish/Kootenai LEP students in grades 9-12 using individualized small group instruction, ESL and a contractive approach to enhance the students' English proficiency in a small high school on the Flathead Reservation.

- Corvallis School District # 1
  P.O. Box 133
  Corvallis, Montana 59828

  Project serves 48 migrant Hmong students in rural area of Western Montana in order to mainstream these refugee students and lead them to the achievement of literacy in both languages. Program activities include cultural orientation, tutoring and citizenship training.

- Hardin Elementary School District 17H
  522 North Center Avenue
  Hardin, Montana 59034

  Although project would not qualify under population criteria, it serves 86 Crow/Northern Cheyenne students from Big Horn Co. and the Crow Indian Reservation. Among those served are 8 learning disabled students.

- Hays-Lodge Pole School District #50

  Hays, Montana 59527

  Project serves 123 students in a trilingual multicultural program for grades 4-6 in Gros Ventre/Assiniboine and English languages to enhance the skills, self concept and conceptual development of students in the isolated Ft. Belknap Reservation situated in the prairie close to the Canadian border. Project uses computers.

- Heart-Butte School District #1

  Heart-Butte, Montana 59448

  Project serves 87 Blackfeet/Crow students in grades K-4 providing a full-time bilingual-bicultural program designed to provide conceptual development of the native language and promote English language proficiency. Project serves the isolated Blackfeet Reservation often blocked off by snow and high winds and receiving mail deliveries only three times a week.

- Labre Indian School
  P. O. Box 406
  Ashland, Montana 59003

  Project serves 122 Cheyenne/Crow students in grades 9-12 in the only high school serving the Crow Reservation. It offers a bilingual-bicultural approach geared towards conceptual growth in the first and second languages and involves the Cheyenne Elders in the validation of materials used.

- Lame Deer Public School #6
  P. O. Box 96
  Lame Deer, Montana 59043

  Project serves 118 Northern Cheyenne students in grades 4-6 in the only public school of an isolated Reservation providing oral language development and using a team-concept approach, support and remediation strategies.

- Lodge Grass School District #27
  Drawer AF
  Lodge Grass, Montana 59050

  Project serves 174 Crow students in grades K-6 providing an instructional program stressing conceptual development in Crow for grades K-1 and remedial ESL instruction for elementary students in the Crow Indian Reservation where Crow is the primary language and an oral tradition is predominant.

- Pryor Public School #2
  Box 46
  Pryor, Montana 59066

  Project serves 80 Crow students in grades 5-8 in a public and a private school providing a bilingual program which stresses Crow history and culture, ethnobotomy (the study of plant usage) and leading to English language proficiency.

- Rocky Boy Elementary School District 87J
  Box 620, Rocky Boy Route
  Box Elder, Montana 59521

  Project serves 155 Cree-Chippewa students in grades 1-5 in an isolated Reservation providing a bilingual instructional program using specialized reading methods and language development techniques and materials.

- Wyola Elementary School District #29
  Box 66
  Wyola, Montana 59089

  Project serves 67 Crow students in grades K-8 providing bilingual education and a staff training program geared to creating a positive self image and promoting English language proficiency in LEP students.

NEBRASKA

- Gordon Public School District #1
  500 West Second Street
  Gordon, Nebraska 69343

  Project serves 77 Lakota Sioux students in grades K-6 in a consolidated rural school district which borders on the Pine Ridge Indian Reservation of South Dakota and serves a transitory population of farm workers. The program is designed to meet the specific educational needs of LEP students with an emphasis on language arts, reading and historical/cultural awareness.

NEVADA

- Clark Co. School District
  2832 E. Flamingo Road
  Las Vegas, Nevada 89121

  Project serves 186 Spanish speaking students in grades K-2 using a dual language approach. It serves some rural areas in Southern Nevada, adding two new schools to previously served schools, and uses Spanish as reinforcement. It also serves the Las Vegas Metropolitan area.

- Duckwater/Shoshone
  P.O. Box 38
  Duckwater, Nevada 89314

  Project serves 32 Shoshone students in grades Pk-8 in a remote, culturally and geographically isolated area with a total population of 152, providing an integrated language experience program to improve the English language skills of students using the environment within the instructional pattern.

NEW MEXICO

- Alamo Navajo S.B.
  P. O. Box 907
  Magdalena, New Mexico 87825

  Project serves 135 Navajo students in grades K-4 in an isolated, severely depressed Southwestern Reservation where the nearest phone is 36 miles away. Project continues to provide bilingual instruction program and extensive staff training geared to different learning styles and diversity.

- Chama Valley School District $19
  P.O. Drawer 10
  Tierra Amarilla, New Mexico 87575

  Project serves 68 Spanish speaking students in grades 6-8 in three middle schools serving 12 rural communities of seasonal and ranching and lumbering workers. Project provides integrated bilingual instruction using Spanish as a conceptual bridge to the English curriculum.

- Cuba Independent School District #20
  P. O. Box 70
  Cuba, New Mexico 87013

  Project serves 206 Navajo and 55 Spanish speaking students in grades 9-12 serving three public schools in vast geographic but sparsely populated area. Students are bused from approximately 200 square miles. Project is multilingual-multicultural and includes teaching basic language skills to parents as well.

- Dulce Independent School District
  P. O. Box 547
  Dulce, New Mexico 87528

  Project serves 203 Jicarilla/Apache students in grades K-6 in remote and isolated Jicarilla Apache Reservation and aims to equip students to compete at normal grade level in an English language curriculum. Project uses Jicarilla language to facilitate learning and incorporates a cultural approach.

- Jemez Mountain School District #53
  P. O. Box 121
  Gallina, New Mexico 87017

  Project serves 306 Spanish and 225 Navajo students in grades K-6 providing a bilingual education program at Coyote, Gallina and Lybrook Elementary schools geared to the achievement of English language proficiency while using the native language as a tool of instruction. Project focuses on teaching students the English sound system.

- Lake Valley/Whiterock Navajo School
  Eastern Navajo Agency, Box 328
  Crownpoint, New Mexico 87313

  Project serves 62 Navajo students in grades 4-8 in an isolated rural area providing a Parent/child reading program with classroom language support to enhance their proficiency in the English language. Project stresses intensive oral proficiency and integrates the use of the native language systematically.

- Navajo Academy
  1200 W. Apache Street
  Farmington, New Mexico 87401

  Project serves 96 gifted Navajo students in grades 9-12 in a school located at the site of the Navajo Mission. Project is geared towards the achievement of excellence in cognitive and leadership skills. Unique focus on excellence.

- New Mexico Boys School
  Department of Corrections
  P. O. Box 38
  Springer, New Mexico 87747

  Project serves approximately 153 Spanish speaking, 14 Navajo and 2 Pueblo students in an ungraded secondary school program located in a correctional institution which serves students from all geographic areas of the state. In general, the Spanish speaking students come from small villages and Native Americans come from Pueblo communities and rural areas. Project copes with transitory nature and varied needs of its unique student body. Computer use is indicated.

- Northern Pueblos Agency/San Juan Pueblo
  Box 849
  Santa Fe, New Mexico 87501

  Project serves 71 Tewa students in grades K-6 providing a bilingual education program geared to higher achievement in local and national languages for Tewa dominant students. A Tewa Language dictionary, as well as curriculum guides, have been developed

- Northern Pueblos/Santa Clara
  P. O. Box 1088
  Santa Fe, New Mexico 87501

  Project serves 50 Tewa students in grades K and 4-6 in Santa Clara Reservation and is geared toward the achievement of English language proficiency and the enhancement of conceptual and academic development of students.

- Ojo Caliente Independent School District
  P. O. Box 6
  El Rito, New Mexico 87530

  Project serves 174 Spanish speaking students in grades 4-8 using Spanish as a medium of instruction in critical curriculum areas in order to implement a transition to English in two elementary schools (El Rito and Ojo Caliente).

- Peñasco Independent School District #4
  P. O. Box 318
  Peñasco, New Mexico 87553

  Project serves 139 Spanish speaking students in grades 4-6 in rural communities of Peñasco, Rio Lucio, Picuris Indian Pueblo and others developing English language competency using a Spanish-facilitated approach. Program is geared toward the attainment of equal educational opportunity for all students. The closest urban area is 65 miles away from the school sites.

- Ramah Navajo School Board
  Pine Hill Schools
  Pine Hill, New Mexico 87321

  Project serves 210 Navajo students up to grade 5 with emphasis on early childhood education. It is process-oriented and uses flexible groupings. Its approach is a "praxiological process model," according to the proposal.

- Santa Rosa Consolidated School District
  344 4th Street
  Santa Rosa, New Mexico 88435

  Project serves 233 Spanish speaking students in grades K-4 in a rural isolated district of Guadalupe County using native language as a tool to enable students to achieve proficiency in English. Constant feedback on programmatic progress is feature of program.

- Sky City Community School
  P. O. Box 97
  San Fidel, New Mexico 87049

  Project serves 35 Acoma-Keresan students in grades 7-8 in an Acoma Studies program designed to enhance specific English language skills. Four sequenced pilot-tested curriculum units and materials in Acoma history and language, 20 Acoma readers and a topical dictionary have been developed. Project also issues a bilingual gazette periodically. Elders authenticate the content of the materials developed and used.

- Taos Municipal Schools
  P. O Box 677
  Taos, New Mexico 87571

  Project serves 215 (186 Spanish, 18 Tewa and 11 Apache) students in grades 7-9 in isolated setting at foot of Sangre de Cristo Mountains and provides instruction in two languages and intensive English language services to accelerate the students' exit into all English curriculum classes.

- Zuni Public School District
  P. O. Drawer A
  Zuni, New Mexico 87327

  Project serves 512 Zuni students in grades 3-6 in elementary schools in a remote rural Pueblo with limited telephone service and hazardous winter conditions. Project is geared to promoting English language proficiency and is ESL oriented.

NORTH DAKOTA

- Dunseith School District #1
  Route 280
  Dunseith, North Dakota 58329

  Project serves 133 Chippewa K-4 students integrating their native language in the curriculum and the materials developed. Project is geared to English language proficiency and the long-term goal of utilizing Indian members of the local community in the educational process on a professional basis. Certification of paraprofessionals is one of its long term goals. It uses a computer.

- Fort Totten Agency (BIA)
  P. O. Box 199
  Fort Totten, North Dakota 58335

  Project serves 214 Dakota Sioux students in grades K-6 to improve and extend their English language proficiency and increase their overall achievement levels and scores on national norm-referenced tests and other assessment instruments measuring achievement.

- Ojibwa Indian School
  Box 600
  Belcourt, North Dakota 58316

  Project serves 103 Mitchif/Chippewa/Cree speaking students in grades K-3 complementing their regular academic program by providing instruction in native languages in order to improve their language skills and enhance their achievement in the natural sciences and social studies. Small individualized instruction groups are used in a computer-assisted program.

- Standing Rock Elementary
  P. O. Box H
  Fort Yates, North Dakota 58538

  Project serves 223 Dakota/Lakota students in grades K-6 in two elementary schools placing special emphasis on oral language development in English and using Dakota/Lakota as reinforcement in order to improve the English language and general academic achievement of students.

- Twin Buttes Elementary School #37
  Twin Buttes Route
  Halliday, North Dakota 58636

  Project serves 33 Mandan speaking students in grades K-6 in small isolated community of 70 families. Project seeks to address the needs of students generally below national norm in language arts, reading math and science by developing higher level thinking skills. Computer use indicated.

- White Shield School District #89

  Roseglen, North Dakota 58755

  Project serves 67 students from Arikara Tribe in grades K-6 in rural isolated segment of Fort Berthold Indian Reservation in central North Dakota. It seeks to improve the English language proficiency and academic achievement of the students and equalize their performance levels to national norms. Standard grammatical patterns are emphasized in both languages.

OKLAHOMA

- Belefonte Dependent School District #50
  Route 3
  Muldrow, Oklahoma 74948

  Project serves 106 Cherokee students in grades K-2 in Belefonte and Marble City Districts using a sequentially designed program and the native language to enhance students' capacity to achieve English language proficiency.

- Buffalo Valley-Choctaw Bilingual Consortium
  Route 2
  Talihina, Oklahoma 74571

  Project serves 497 Choctaw students in grades 7-9 in four Talihina and Whitesboro Public Schools located in isolated, rural sections of Eastern Oklahoma and providing an environment conducive to more effective inolvement in the learning process.

- Holdenville Public Schools
  P. O. Box 977
  Holdenville, Oklahoma 74848

  Project serves 161 Cree students in grades K-5 in Holdenville and central Wetumka.

- Idabel Public Schools

  Idabel, Oklahoma 74745

  Project serves around 404 Choctaw students in grades K-3 from a consortium of 5 geographically disperse school districts. It includes McCurtain County which is predominantly rural.

- Oaks School District
  P. O. Box 769
  Tahlequah, Oklahoma 74464

  Project serves 214 Cherokee students in grades K-4 providing a bilingual-bicultural program which uses films, visual aids, and experience charts to promote English language acquisition and proficiency in academic skills.

- Stilwell Public School
  Highway 100 West
  Stilwell, Oklahoma 74960

  Project serves 124 Cherokee students in grades K-2 and 431 in grades 9-12 stressing history and culture at the secondary school level and also offering adult bilingual classes.

- Temple Public School
  P. O. Box 400
  Temple, Oklahoma 73568

  Project serves 28 Spanish speaking migrant students in grades K-9 by providing a learning resource center to improve the individual student's English language usage and their mainstreaming opportunities.

OREGON

- Umatilla School District
  412 S.E. Dorion
  Pendleton, Oregon 97801

  Project serves 240 students in grades K-6 who speak Spanish, Vietnamese and Cambodian. It is included since it serves a migrant population in regions related to irrigation projects and agricultural areas where there is population sparsity and geographic isolation. Program offers basic supplementary instruction to elementary students in ESL mode and provides tutorial assistance.

SOUTH DAKOTA

- Eagle Butte Public School District
  P. O. Box 260
  Eagle Butte, South Dakota 57625

  Project serves 110 Lakota students in grades 7-12 in Cheyenne River Reservation incorporating the use of the Lakota language, culture and experience in the curriculum and targeting LEP students for intensive instruction.

- Little Wound S.B.
  Route A1
  Kyle, South Dakota 57752

  Project serves 156 Lakota students in grades Pk, 4-6 and 7-12 integrating the Lakota language in the instructional approach to meet the needs of limited English proficiency students.

- Loneman School Corporation
  General Delivery
  Oglala, South Dakota 57764

  Project serves 292 Lakota students in grades K-3 in a small rural community on the west end of the Cheyenne River Sioux Reservation providing an integrated bilingual curriculum geared to achieving proficiency in both languages and bringing about a qualitative change in the curriculum design.

- Lower Brule Schools

  Lower Brule, South Dakota 57548

  Project serves 135 Lakota students in grades K-3 in order to promote proficiency in the English language to a level comparable to that of English native speakers at the same grade level.

- Red Scaffold School Board
  Star Route 97
  Faith, South Dakota 57626

  Project serves 86 Lakota students in grades K-9 in a small rural community on the west end of the Cheyenne River Sioux Reservation providing an integrated bilingual curriculum geared to achieving proficiency in both languages and bringing about a qualitative change in the curriculum design.

TEXAS

- Asherton Independent School District
  Box 398
  Asherton, Texas 78827

  Project serves 185 Spanish speaking students in grades 7-12 providing a bilingual-bicultural program to limited English proficiency students.

- Benavides Independent School District
  Drawer P
  Benavides, Texas 78341

  Project serves 108 Spanish speaking students in grades K-2 providing an English as a second language program in order to achieve English language proficiency through intensive oral language development and transfer students into English language curriculum.

- La Villa Independent School District
  P. O. Box 98
  La Villa, Texas 78562

  Project serves 157 Spanish speaking students from migrant population in grades K-2.

- Lasara Independent School District
  P. O. Box 57
  Lasara, Texas 78561

  Project serves 79 Spanish speaking students in grades 4-6 in Willacy County, a rural area near the Mexican border with a migrant population.

The instructional program is geared to enhancing the students' English proficiency and enrich their academic achievement with a cultural component and some tutoring.

- Progreso Independent School District
  P. O. Box 613
  Progreso, Texas 78579

  Project serves 200 Spanish speaking students in grades K-2 in Hidalgo County on the Rio Grande Valley, an area of rural colonias, farms and ranches which is a point of entry for migrant-nomadic families. Systematic integration of the native language is used.

- San Elizario Independent School District
  P. O. Box 247
  San Elizario, Texas 79849

  Project serves 441 Spanish speaking students in grades Pk-12 in an isolated farming community close to the Mexican border providing a program to meet the individual needs of students using ESL and cultural content to promote English language proficiency and enrich the students' cultural heritage. Computer use is mentioned.

- Santa María Independent School District
  P. O. Box 675
  Santa María, Texas 78592

  Project serves 172 Spanish speaking students in grades K-5 in a sparsely populated migrant rural community near the Rio Grande River using the bilingual basic skills model program to enhance the educational opportunities of students.

- Zapata Co. Independent School District
  P. O. Box 158
  Zapata, Texas 78076

  Project serves 220 Spanish speaking students in grades 9-12 from migrant population.

UTAH

- San Juan School District
  Box 219
  Monticello, Utah 84535

Project serves 384 Navajo students in grades 7-12 at San Juan and Whitehorse High Schools in a remote area bordering the Navajo Indian Reservation (an all day drive in a 4-wheel drive vehicle or an airplane ride is necessary to reach the area). Project emphasizes syntax and English language skills and uses an individualized, diagnostic approach.

VERMONT

- Franklin, N.W.S.U.
  Box 123
  Swanton, Franklin, Vermont 05488

Project serves 519 French speaking students in grades Pk-4 in isolated rural northern Vermont using peer group sessions and home visits to provide an appropriate program for Franco-American students. Extensive parent participation in this unique project.

WASHINGTON

- Mabton School District #120
  P. O. Box 37
  Mabton, Washington 98935

Project serves 100 Spanish speaking students in grades K-3 in a small rural migrant community with the aim of making a transition of LEP students from instruction in the dominant language to an all English classroom environment. -

WISCONSIN

- Menominee Indian School District
  P. O. Box 399
  Keshena, Wisconsin 54135

Project serves 388 Menominee Indian students in grades K-8 in two areas 12 miles apart, Keshena and Neopit, to enhance the English language proficiency of students and reinforce their skills and motivation.

- Oneida Tribe of Wisconsin
  Bilingual/Bicultural Program
  P. O. Box 365
  Oneida, Wisconsin 54155

Project serves 83 Oneida students in grades PK-3 using a dual language approach and is geared to achieving proficiency in English and utilizing Native American history and culture to enhance the children's self esteem.

WYOMING

- St. Stephens Indian School Education Association
  P. O. Box 345
  St. Stephens, Wyoming 82524

Project serves 69 Arapaho language students in grades 7-9 in the Wind River Reservation with a bilingual curriculum enrichment and career enhancement program.

AMERICAN SAMOA

- American Samoa Department of Education
  Pago Pago
  American Samoa 96799

Project serves 1201 students in grades 1-6 using a dual language approach to serve children from Samoa and Tonga in 7 public and one private school. The children come from 35 villages in seven islands that have extremely reduced habitable land areas. Program deals positively with cultural isolation and geographic problems faced by area.

TRUST TERRITORY OF THE PACIFIC

- Kosrae Department of Education
  P. O. Box ED, Lelu
  Kosrae, TTPI 96944

  Project serves 621 Kosraen students in 5 public elementary and one private school serving 97 inaccesible inhabited atolls and islands with a 700 sq. mile area. Program is geared to teaching English progressively to students in order to improve their academic performance in both Kosraen and English.

- Northern Marianas Department of Education

  Saipan, C.M. 96950

  Project serves 966 students in grades 6-8 in Chamorro, Carolinian and English providing a program of instruction which combines individualized and group approaches to serve students from Saipan and Rota.

- Palau Department of Education
  Box 189
  Koror, Trust Territory of the Pacific 96940

  Project serves 225 Palauan students in 6 schools in grades 4-6 with particular focus on the activities of grade 6. In previous years, other grade levels have been emphasized.

- Ponape State Department of Education
  Eastern Caroline Islands
  Trust Territory of the Pacific 96941

  Project serves 590 students in grades 1-7 serving the outer islands' remote schools in six Atolls sharply affected by weather conditions in order to expand the capacity building program in the English language instruction as well as to extend the program to cover schools not previously served. Language groups served are Ponapean, Pingelapese, Mokilese, Mocktlokese, Ngatikese, NuKuoran and Kopingamarangian.

- Truk State Department of Education
  Box 460
  Moen, Truk, TTPI 96942

  Project serves 245 Trukese students in grades 1-3 in three schools using the Truk language and focusing on third grade activities during the last year of the grant.

- Yap Bilingual Education Program
  P.O. Box 220
  Yap, Trust Territory of the Pacific 96943

  Project serves 161 students in grades 1-3 in a remote island offering bilingual instruction, developing instructional materials, training staff and teachers, and promoting community involvement. Project uses computer.

SUMMARY TABLE

BASIC BILINGUAL EDUCATION PROGRAMS SERVING RURAL POPULATIONS (1981-82;1982-83;1983-84)

OFFICE OF BILINGUAL EDUCATION AND MINORITY LANGUAGES AFFAIRS

State	No. of projects	No. of students	Total amount
Alaska	7	2,031	$ 1,459,381
Arizona	7	2,898	990,408
California	13	6,431	3,334,753
Colorado	3	997	557,678
Idaho	2	155	197,474
Iowa	1	166	135,477
Maine	2	388	376,569
Michigan	1	53	62,995
Minnesota	1	513	158,918
Mississippi	1	150	213,261
Montana	14	3,028	3,059,588
Nebraska	1	77	119,421
Nevada	2	282	309,554
New Mexico	17	7,350	40,949,548
North Dakota	6	773	791,347
Oklahoma	7	4,113	2,036,600
Oregon	1	240	132,312
South Dakota	5	1,462	1,401,762
Texas	8	2,090	1,328,517
Utah	1	384	344,279
Vermont	1	1,265	544,420
Washington	1	100	46,628
Wisconsin	2	942	679,505
Wyoming	1	138	270,360
American Samoa	1	1,201	199,558
Trust Territory of the Pacific	6	5,455	2,437,628
Total	112	42,682	$ 62,137,946

Additional Projects which serve Rural Population Segments

Arizona	7	1,934	$ 1,664,728
California	5	7,350	1,666,564
Colorado	1	242	173,010
Florida	1	129	285,881
New Mexico	4	5,034	1,412,506
New York	1	596	358,131
North Dakota	1	518	221,046
South Dakota	1	654	152,412
Texas	4	1,653	460,586
Total	24	18,110	$ 6,394,864

Department of Education
Rural Education Activities

(Prepare one sheet for each activity, please.)

Office: OERI/CLEI/DNDP

Contact: Lee E. Wickline **Phone No.:** 653-7000

TITLE: National Diffusion Network Program (NDN)

PURPOSE:

The NDN is designed to identify potential exemplary educational programs nationwide; to acquaint educational service providers with information on exemplary educational programs; and to help these providers adopt the exemplary educational programs through training and technical assistance.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES:

(1 through 10)
(a) through (j) of FR Notice, p. 13901.
(b); (g); and (j)

SCOPE: National

START DATE: October 1, 1984 **END DATE:** September 30, 1985

TARGET AUDIENCE: Principally elementary and secondary school students, teachers, and administrators, and some college students and adult learners.

PROCEDURE: NDN funded Developer Demonstrator programs are available for adoption by local school systems and other educational service providers. State Facilitators located in each State assist school officials in identifying educational programs which might meet local needs. Developer Demonstrators provide training, materials, and technical assistance to those interested in adopting these exemplary educational programs.

PRODUCTS: Exemplary educational programs, products and practices.

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: Pub. L. 97-35, Section 583(a)(1).

FUNDING: National funding for the program is approximately $10 million. No specific commitment of funds to rural education is made. Projections are based on past records.

	FY 1984	Total
Federal	$3,250,000	$3,250,00
State		
Local		
Other		
Total	$3,250,000	$3,250,000

NATIONAL DIFFUSION NETWORK
RURAL ADOPTIONS

	1982-83	1981-82
Schools	4,883	4,397
Classes	19,873	19,476
Administrators	1,941	2,116
Teachers	16,062	18,161
Students	500,987	487,719

Department of Education

Rural Education Activities
(Prepare one sheet for each activity, please.)

Office: SPLSB/DLP/CLEI/OERI

Contact: Robert Klassen

Phone No: 254-9664

TITLE: Library Services and Construction Act, Title I, Public Library Services, P.L. 84-597, as amended.

PURPOSE: To assist States to (1) extend and improve public library services in areas that are without these services or in which these services are inadequate; (2) establish extend, and improve public library services including those for physically handicapped, institutionalized, and disadvantaged persons; (3) strengthen State library administrative agencies; (4) strengthen major urban resource libraries; and (5) strengthen metropolitan public libraries which serve as national or regional resource centers.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: a through j
(1 through 10)
(a) through (j) of FR Notice, p. 13901.

SCOPE: State library administrative agencies in the 50 states, the Commonwealth of Puerto Rico, the District of Columbia, American Samoa, Guam, the Northern Mariana Islands, the Trust Territory of the Pacific Islands, and the Virgin Islands which have authority to administer Federal funds, supervise public library services within a State, together with participating libraries with financial resources sufficient to match Federal funds on a percentage basis according to per capita wealth receive awards under this program.

START DATE: 10/1/83

END DATE: 9/30/84
CARRYOVER ALLOWED UNTIL: 9/30/85

TARGET AUDIENCE: States award sub-grants to assist rural public libraries in a variety of outreach programs such as early childhood reading programs, bookmobile services, books-by-mail, literacy programs, radio reading services for the blind, parenting programs, English as a second language, limited English-speaking ability, large print books, library serices to county detention centers and mental health institutions, establishment of library services on American native reservations, and many more.

PROCEDURE: To qualify for a grant, States must submit State Plan consisting of a Basic State Plan as defined in Section 3(11) of the Act and approved by the Secretary; update or submit a Long-range Program as defined in Section 3(12) of the Act; and an Annual Program as defined in Section 3(13) of the Act. All programs must be developed with the advice of the State Advisory Council on Libraries and the Secretary of Education. This program is subject to the regulations in 34 CFR 770; the Education Department General Administrative

Regulations (EDGAR) in 34 CFR Part 74 (Administration of Grants), Part 76 (State-Administered Programs), Part 77 (Definitions), Part 78 (Education Appeal Board) and Part 79 (Intergovernmental Review of Department of Education Programs and Activities). The program is also subject to the provisions of Circular A-102.

PRODUCTS: Funds may be used to enhance the purposes of projects including the acquisition of library materials, equipment, salaries, and other operating expenses associated with the project. State Library Administrative agencies disseminate information on exemplary projects that may be adopted or adapted by other libraries. Projects support efforts to make library services more accessible to persons who, by reason of distance, residence, physical handicap, or other disadvantaged situations might not have access to public library services.

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: Library Services and Construction Act, Title I, Public Law 84-597 as amended.

Funding:	FY 1984	Total	
Federal	$ 65,000,000	$ 65,000,000	
State	65,465,366 (match)	130,000,000	(maintenance of effort) approximately $40,500,000 is expended of Title I on activities supporting rural programs.
Local			
Other			
Total	$135,465,366	$195,000,000	

Example of Activity funded under LSCA, Title I

Department of Education
Rural Education Activities
(Prepare one sheet for each activity, please.)

Office: SPLSB/DLP/CLEI/OERI

Contact: Robert Klassen Phone No.: 254-9664

TITLE: Media Resource Centers in Utah Schools for the Deaf

PURPOSE: To provide library services to the hearing impaired

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: Section (d) of FR Notice
(1 through 10)
(a) through (j) of FR Notice, p. 13901.

SCOPE: Statewide auxiliary educational service which provides the hearing impaired the opportunity to broaden academic interests, creativity, and independent activity through professional guidance in the selection and use of reading materials.

START DATE: 1970 **END DATE:** Open

TARGET AUDIENCE: Hearing-impaired students, 33% of whom come from rural areas (total number of students, 424 of which 140 are from rural areas)

PROCEDURE: Provision of special reading programs; interloan of reading materials among the centers; compilation of a catalog of materials at all locations; provision of playback equipment as needed to accompany borrowed materials.

PRODUCTS: Books, magazines and captioned films; monthly news bulletins promoting the use of resource centers.

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: Library Services and Construction Act, P. L. 84-597, as amended

FUNDING:

	FY 1984	Total
Federal	$ 2,000	$ Not applicable, this is a formula grant program
State	15,000	
Local		
Other		
Total	$ 17,000	$

EXAMPLE OF ACTIVITY FUNDED UNDER LSCA, TITLE I

Department of Education
Rural Education Activities
(Prepare one sheet for each activity, please.)

Office: SPLSB/DLP/CLEI/OERI

Contact: Robert Klassen

Phone No.: 254-9664

TITLE: Regional Library for the Blind and Physically Handicapped

PURPOSE: Provide library services to handicapped Tennesseans.

Services are provided to 635 persons who reside in 41 rural counties.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: Section (d) of FR Notice
(1 through 10)
(a) through (j) of FR Notice, p. 13901.

SCOPE: Provide without charge books and magazines recorded on record and cassette (talking books) and playback equipment (Record and Cassette players), books in Braille and large print.

START DATE: 1970

END DATE: Open

TARGET AUDIENCE: Persons who cannot hold or turn the pages of printed materials because of a physical handicap and the blind.

PROCEDURE: Eligible persons register for the service and submit their requests for reading materials periodically to the State Library. Materials are provided and returned through the U. S. Postal Service without charge to the user.

PRODUCTS: Reading lists for user selection; Recorded books and magazines; Statewide referral program through the public libraries; Publicity through the news media; Information on blindness and other handicaps.

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: Library Services and Construction Act, P. L. 84-597, as amended.

FUNDING:

	FY 1984	Total
Federal	$ 10,331	$ Not applicable, this is a formula grant program
State	21,165	
Local		
Other		
Total	$ 31,496	$

EXAMPLE OF ACTIVITY FUNDED UNDER LSCA, TITLE I

Department of Education
Rural Education Activities

(Prepare one sheet for each activity, please.)

Office: SPLSB/DLP/CLEI/OERI

Contact: Robert Klassen

Phone No.: 254-9664

TITLE: "Hears To You"

PURPOSE: Provide current informative programs with an emphasis on local newspaper coverage

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: Section (d) of FR Notice (1 through 10)
(a) through (j) of FR Notice, p. 13901.

SCOPE: Currently reaches 250 persons in rural West Virginia, with projected expansion to 325 persons, effective June 1984.

START DATE: March 1, 1982

END DATE: Open

TARGET AUDIENCE: Persons who are blind or who, because of a physical handicap, cannot handle printed matter.

PROCEDURE: Radio reading service broadcast on an FM subchannel to listeners with a sub-channel closed circuit receiver which is pre-tuned to the broadcast area transmitter.

PRODUCTS:
1. Radio broadcasts
2. Schedules of programs
3. Tapped sections of programs provided to listeners on request, especially cooking recipes.

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: Library Services and Construction Act, P. L. 84-597, as amended

FUNDING:

	FY 1984	Total
Federal	$ 12,000	$ Not applicable, this is a formula grant program
State	20,000	
Local		
Other	800	
Total	$ 32,800	$

Department of Education
Rural Education Activities
(Prepare one sheet for each activity, please.)

OFFICE: SPLSB/DLP/CLEI/OERI

Contact: Robert Klassen Phone No.: 254-9664

TITLE: Library Services and Construction Act, Title II, Public Library Construction, P.L. 84-597, as amended.

PURPOSE: Grants to States shall be used for the construction of public libraries, for the remodeling of public libraries necessary to meet standards adopted pursuant to the Act of August 12, 1968, commonly known as the Architectural Barriers Act of 1968, and for remodeling designed to conserve energy in the operation of public libraries under approved State plans.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: J
(1 through 10)
(a) through (j) of FR Notice, p. 13901.

SCOPE: State Library Administrative Agencies in the 50 State, the Commonwealth of Puerto Rico and the District of Columbia.

START DATE: March 24, 1983 END DATE: until expended (no year-end funds)

TARGET AUDIENCE: Under authorization provided in Public Law 98-8 (Emergency Jobs Act) $50 million was appropriated for public library construction in (1) areas of the State where unemployment was highest and had been highest for the longest period of time and for (2) authorized purposes of LSCA Title II which have the greatest immediate employment impact.

PROCEDURE: To qualify for a grant, States must identify areas of the State where unemployment is highest and has been high for the longest period of time; submit a State Plan consisting of a Basic State Plan as defined in Section 3(11) of the Act and approved by the Secretary; update or submit a Long-range Program as defined in Section 3(12) of the Act; and an Annual Program as defined in Section 3(13) of the Act.

PRODUCTS: New public libraries, additions, renovations, access for the handicapped and energy conservation projects in rural areas of the nation are presently being done.

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: Under authorization provided in Public Law 98-8 (Emergency Jobs Act) $50 million was appropriated to be administered under the Library Services and Construction Act, Public Library Construction, Title II.

FUNDING:

	FY 1984	Total	
Federal	$ 50,000,000	50,000,000	(NOTE: Funds were appropriated in FY'83 & are available until expended. No year-end funds)
State			
Local			
Other			
Total	$ 50,000,000	50,000,000	

Example of LSCA Title II activity

Department of Education
Rural Education Activities
(Prepare one sheet for each activity, please.)

Office: SPLSB/DLP/CLEI/OERI

Contact: Robert Klassen **Phone No.:** 254-9664

TITLE: LSCA, Title II, Public Library Construction activity: Clarksville Branch, Southside Regional Library, Clarksville, Virginia.

PURPOSE: To increase the size of the currently overcrowded library so that more books and other library materials may be shelved and better library service be given to more people of Clarksville and the surrounding area. The new library area will be accessible to the handicapped. Priority will be given to hiring lon-term unemployed persons.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: 1-10
(1 through 10)
(a) through (j) of FR Notice, p. 13901.

SCOPE: The library will move from limited space to a much larger area in a building that will be extensively renovated to make it accessible to the handicapped and to enable better library services to be given to persons of all ages.

START DATE: July 1, 1984 **END DATE:** December 1984

TARGET AUDIENCE: Approximately 1,650 children, teenagers and adults from Clarksville and the surrounding area.

PROCEDURE: The Public Library applied to the State Library under a competitive process.

PRODUCTS: A substantially larger library will result; the reading and study area will be increased from 951 square feet to 1,877 square feet. The present library has no meeting room; the new location will have a 225 square foot meeting room.

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: Library Services and Construction Act, Title II, Public Library Construction.

FUNDING:

	FY 1984	Total
Federal	$ 10,580	$
State		
Local	12,420	
Other		
Total	$ 23,000	$

Example of LSCA Title II Activity ·

Department of Education
Rural Education Activities
(Prepare one sheet for each activity, please.)

Office: SPLSB/DLP/CLEI/OERI

Contact: Robert Klassen **Phone No.:** 254-9664

TITLE: LSCA Title II, Public Library Construction: Turtle Lake Public Library, Turtle Lake, North Dakota.

PURPOSE: To expand the library area because of severely over-crowded conditions in the present location. Long-term unemployed persons are given priority in hiring for construction work.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: a through j
(1 through 10)
(a) through (j) of FR Notice, p. 13901.

SCOPE: A vacated maintenance shop of 855 square feet that is located in the City Hall will be extensively remodeled. This area will replace the present 300 square feet library area. The larger area will permit more books and other library materials to be shelved so that more people can obtain better servce.

START DATE: November 1983 **END DATE:** Completed April 1984

TARGET AUDIENCE: Approximately 1,000 persons of all ages, educational and ethnic backgrounds will have access to improved library services.

PROCEDURE: The Library under a competitive grant process applies to the North Dakota State Library for funds.

PRODUCTS: The project will almost triple the amount of library space available to the citizens of furle Lake. The larger area will temporarily relieve overcrowded library conditions in Turtke Lake.

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: Library Services & Construction Act, Title II, Public Library Construction.

FUNDING:

	FY 1984	Total
Federal	$ 5,155	$
State		
Local	4,391	
Other		
Total	$ 9.546	$

Example of LSCA Title II Activity ·

Department of Education
Rural Education Activities
(Prepare one sheet for each activity, please.)

Office: SPLSB/DLP/CLEI/OERI

Contact: Robert Klassen **Phone No.:** 254-9664

TITLE: LSCA Title II, Public Library Construction: Turtle Lake Public Library, Turtle Lake, North Dakota.

PURPOSE: To expand the library area because of severely over-crowded conditions in the present location. Long-term unemployed persons are given priority in hiring for construction work.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: a through i
(1 through 10)
(a) through (j) of FR Notice, p. 13901.

SCOPE: A vacated maintenance shop of 855 square feet that is located in the City Hall will be extensively remodeled. This area will replace the present 300 square feet library area. The larger area will permit more books and other library materials to be shelved so that more people can obtain better servce.

START DATE: November 1983 **END DATE:** Completed April 1984

TARGET AUDIENCE: Approximately 1,000 persons of all ages, educational and ethnic backgrounds will have access to improved library services.

PROCEDURE: The Library under a competitive grant process applies to the North Dakota State Library for funds.

PRODUCTS: The project will almost triple the amount of library space available to the citizens of Turle Lake. The larger area will temporarily relieve overcrowded library conditions in Turtle Lake.

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: Library Services & Construction Act, Title II, Public Library Construction.

FUNDING:

	FY 1984	Total
Federal	$ 5,155	$
State		
Local	4,391	
Other		
Total	$ 9.546	$

Department of Education

Rural Education Activities
(Prepare one sheet for each activity, please.)

OFFICE: SPLSB/DLP/CLEI/OERI

CONTACT: Robert Klassen PHONE NO.: 254-9664

TITLE: The Library Services and Construction Act, Title III, Interlibrary Cooperation, P.L. 84-597 as amended.

PURPOSE: For planning for, and taking other steps leading to the development of, cooperative library networks; and for establishing, expanding, and operating local, regional, and interstate cooperative networks of libraries, which provide for the systematic and effective coordination of the resources of school, public, academic, and special libraries and information centers for improved supplementary services for the special clientele served by each type of library or center.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY
ADDRESSES: B, F, & I

(1 through 10)
(a) through (j) of FR Notice, p. 13901.

SCOPE: State library administrative agencies in the 50 States, the Commonwealth of Puerto Rico, the District of Columbia, American Samoa, Guam, the Northern Mariana Islands, the Trust Territory of the Pacific Islands, and the Virgin Islands which have authority to administer Federal funds and supervise interlibrary cooperation within a State.

START DATE: 10-1-'83 END DATE: 9-30-'84

CARRYOVER ALLOWED UNTIL: 9-30-'85

TARGET AUDIENCE: Through interlibrary cooperation school, public, academic, special libraries, and special information centers work together to achieve maximum service to all users.

PROCEDURE: To qualify for a grant, States must submit State Plan consisting of a Basic State Plan as defined in Section 3(11) of the Act and approved by the Secretary; update or submit a Long-range Program as defined in Section 3(12) of the Act; and an Annual Program as defined in Section 3(13) of the Act. All programs must be developed with the advice of the State Advisory Council on Libraries and the Secretary of Education.

PRODUCTS: Funds may be used for services and equipment necessary for the establishment and operation of systems or networks of libraries and information centers working together to achieve maximum service to all users. Some of the major products and services of cooperative ventures are: consolidated directories of library resources, interlibrary loan of books, provision of photocopies of articles, document delivery services and access to on-line data bases covering many fields of knowledge.

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: Library Services and Construction Act, Title III, Public Law 84-597 as amended.

Funding

	FY 1984	TOTAL	
FEDERAL	$15,000,000	$15,000,000	(basic amount of $40,000 to each State, D.C., and Puerto Rico & $10,000 to each outlying area. Remainder distributed on basis of total resident population.)
STATE			
LOCAL			
OTHER			
TOTAL	$15,000,000	$15,000,000	

Example of LSCA Title III Activity.

Department of Education
Rural Education Activities
(Prepare one sheet for each activity, please.)

Office: SPLSB/DLP/CLEI/OERI

Contact: Robert Klassen **Phone No.:** 254-9664

TITLE: LSCA Title III: Networking and Continuing Education-Alaska

PURPOSE: To support interlibrary cooperation and network activities under the library development plan so that all libraries can participate with benefit to their users.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: a & h
(1 through 10)
(a) through (j) of FR Notice, p. 13901.

SCOPE: Provides part of the cost for out-of-state interlibrary loan, part of the costs for the Alaska Library Network confiche catalog and its distribution, telecommunication (part) costs to remote areas for continuing education.

START DATE: 1978 **END DATE:** Continuing

TARGET AUDIENCE: All Alaskans and their libraries

PROCEDURE: The State Library administers the project. The network functions through coordination and cooperation rather than formal organization. The Alaska Library Association and its chapters have a primary role in continuing education and use the telecommunications system for reaching library personnel in remote areas of the State.

PRODUCTS: Publications such as the comfiche catalogs, indexes, other collection access tools.

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: Library Services and Construction Act, Title III, Interlibrary Cooperation.

FUNDING:

	FY 1984	Total
Federal	$ 56,336	$
State		
Local		
Other		
Total	$ 56,336	$

Example of LSCA Title III Activity.

Department of Education
Rural Education Activities
(Prepare one sheet for each activity, please.)

Office: SPLSB/DLP/CLEI/OERI

Contact: Robert Klassen **Phone No.:** 254-9664

TITLE: LSCA Title III, Statewide Project: Interlibrary Cooperation-South Dakota

PURPOSE: To provide a large center of bibliographic materials for use in identifying those library materials that may be borrowed from out-of-state libraries; to encourage sharing resources among major libraries in the state, to continue access for school and small academic libraries to the resource sharing network established by the State library.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: f, h
(1 through 10)
(a) through (j) of FR Notice, p. 13901.

SCOPE: Provide access for the people of South Dakota to library resources comparable to those available in metropolitan or university centers.

START DATE: 1967 **END DATE:** Continuing

TARGET AUDIENCE: All South Dakotans

PROCEDURE: Funds pay for telecommunications grants, grants to libraries to obtain services from the Online Computer Library Center (OCLC) and other bibliographic services, and for some of the development of a statewide data base.

PRODUCTS: Services; training and continuing education for library personnel.

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: The Library Services and Construction Act, Title III, Interlibrary Cooperation.

FUNDING:

	FY 1984	Total
Federal	$ 78,111	$
State		
Local	NA	
Other		
Total	$ 78,111	$

Example of LSCA Title III Activity

Department of Education
Rural Education Activities
(Prepare one sheet for each activity, please.)

Office: SPLSB/DLP/CLEI/OERI

Contact: Robert Klassen **Phone No.:** 254-9664

TITLE: LSCA Title III, Multitype Library Cooperation Pilot Project

PURPOSE: To demonstrate the effectiveness of formal interlibrary cooperation among public, school, university, and special libraries to more effectively deliver a wider range of services and resources to a 10 county rural area in northwest Alabama.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: H & I
(1 through 10)
(a) through (j) of FR Notice, p. 13901.

SCOPE:

START DATE: 4-1-81 **END DATE:** 3-31-84

TARGET AUDIENCE: The 405,306 people and their libraries; 30 public, academic, 20 school systems, and 10 special libraries.

PROCEDURE: The project was governed by a Board of Directors from a District Assembly composed of lay representatives from all libraries in the regiona desiring to participate in the system.

PRODUCTS: Creation of a North Alabama Union List of Serials; increased exchange of information and library materials; continuing education activities for librarians and library workers in the system.

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: Library Services and Construction Act, Title III

FUNDING:

	FY 1984	Total
Federal	$ 165,255	$
State		
Local	NA	
Other		
Total	$ 165,255	$

Department of Education
Rural Education Activities
(Prepare one sheet for each activity, please.)

Office: OERI/CLEI/DTRAD/ETB

Contact: Jean D. Narayanan

Phone No.: 254-5856

TITLE: Improving Education through the Application of Technology

PURPOSE: Three of the 12 school-based technology applications projects focus primarily on rural elementary and secondary school students — that based in Coeur d'Alene, Idaho, that based at Western Kentucky University and serving a a network of rural school districts, and that serving the State of Iowa from the University of Northern Iowa

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: f

(1 through 10)
(a) through (j) of FR Notice, p. 13901.

SCOPE:

START DATE: 12/83

END DATE: 11/85

TARGET AUDIENCE: Elementary and secondary school students

PROCEDURE: All three projects are developing courseware and utilizing telecommunications systems to demonstrate the effective use of technology in improving student achievement in reading, writing, math, and/or science.

PRODUCTS: Case studies, software, teacher training materials, student materials, evaluation results.

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: The Education Consolidation and Improvement Act of 1981, Chapter 2, Section 583(a)

FUNDING:

	FY 1983*	Total
Federal	$ 410,140	$ 685,140
State		
Local		
Other		
Total	$ 410,140	$ 685,140

* Projects operate in FY 1984

Department of Education
Rural Education Activities
(Prepare one sheet for each activity, please.)

Office: DTRAD/CLEI/OERI

Contact: Mary Ches Applewhite Phone No.: 254-5856

TITLE: VIDEO/FILM STORAGE, DUPLICATION, AND DISTRIBUTION

PURPOSE: To make available about 1000 half-hours of television programming for wide distribution at the lowest possible price. The programs are distributed to public and commercial television stations which have rural coverage and to schools nationwide.
We estimate that currently about 30% of the use of the programming is in rural areas.

SECTIONS OF RURAL-EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: f
(1 through 10)
(a) through (j) of FR Notice, p. 13901.

SCOPE:

START DATE: 10/1/83 **END DATE:** 9/30/84

TARGET AUDIENCE: School children and youth and families.

PROCEDURE: See purpose above.

PRODUCTS: About 1,000 half hours of programming with accompanying print materials, such as teacher's guides.

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: The Education Consolidation and Improvement Act of 1981, Chapter 2, Section 503(a).

FUNDING:

	FY 1983 *	Total	
Federal	$ 300,000	$ 300,000	*Project operates in FY '84
State			
Local			
Other			
Total	$ 300,000	$ 300,000	

Department of Education
Rural Education Activities
(Prepare one sheet for each activity, please.)

Office: OERI/CLEI/DTRAD/ETB

Contact: Jean D. Nararyanan **Phone No.:** 254-5856

TITLE: 3-2-1 CONTACT!

PURPOSE: This nationally aired television series, broadcast for both home and school audiences, is designed to interest young children in the many facets of science as well as introduce a number of scientific concepts. Girls and minoritory youngsters are an important part of the target population.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: f
(1 through 10)
(a) through (j) of FR Notice, p. 13901.

SCOPE: Television programs are used in clubs, such as Girl Scouts and Boy Scouts, which often involve rural youth.

START DATE: 9/84 (tentative) **END DATE:** 9/87 (tentative)

TARGET AUDIENCE: Students ages 8 - 12 throughout the country, including rural areas,

PROCEDURE: Building upon the experience and research findings of the first two seasons (105 programs), the producer, Children's Television Workshop, will produce programs based on weekly themes, including more biographical sketches od scientists and presenting experiments the audience can repeat with commonplace items.

PRODUCTS: 20 additional 30-minute television programs per year

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: The Education Consolidation and Improvement Act of 1981, Chapter 2, Section 503a

FUNDING:

	FY 1984	Total
Federal	$ $1,000,000	$ 3,000,000 (3 years)
State		
Local		
Other (NSF)	1,500,000	4,500,000
Total	$ 2,500,000	$ 7,5000,000

Department of Education
Rural Education Activities
(Prepare one sheet for each activity, please.)

Office: OERI/NCES/DMES

Contact: David Sweet

Phone No.: 254-7230

TITLE High School and Beyond

PURPOSE: Multi-purpose longitudinal surveys for the effectiveness of secondary school curriculum and the transition from secondary education to postsecondary education and work.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES. b, d, i
(1 through 10)
(a) through (j) of FR Notice, p. 13901.

SCOPE: Nationally representative (including rural) sample of high schools, sophomores, and seniors in 1980. Follow-ups in 1982 and 1984 completed. Follow-up in 1986 planned.

START DATE: 1978

END DATE: unknown

TARGET AUDIENCE: Educators, researchers in education, psychology, sociology, and related fields.

PROCEDURE: Group administration of surveys and tests to students in high schools. Followed by mail surveys for out-of-school data collections.

PRODUCTS: Over 150 reports, tabulations, and dissertations. Data tapes.

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: Section 406(b) of GEPA (20 USC 1221e-1).

FUNDING:

	FY 1984	Total
Federal	$ 2,000,000	$
State		
Local		
Other		unknown
total	$ 2,000,000	$

Department of Education
Rural Education Activities
(Prepare one sheet for each activity, please.)

Office: NIE/EPO/EOLC

Contact: Tom Schultz   Phone No.: 254-7930

TITLE:
Rural Education Program - Mid Continent Regional Laboratory

PURPOSE:

To provide research and technical assistance in the states of Colorado, Wyoming, North Dakota, South Dakota, Nebraska, Kansas, and Missouri to clusters of rural school districts working on common problems. Activities include work with computers, improving writing and science instruction, staff development, and alternative schedules.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: 5
(1 through 10)
(a) through (j) of FR Notice, p. 13901.

SCOPE: All areas related to the scope areas described above.

START DATE: 12-1-83   END DATE: 11-30-85

TARGET AUDIENCE: School administrators, teachers, higher education institutions, state departments of education, intermediate units, foundations, and researchers.

PROCEDURE:

McREL helps to establish clusters of rural schools and districts in conjunction with a state agency, college, or intermediate unit. Each cluster defines its own agenda and develops collaborative programs of improvement. McREL provides staff assistance, summaries of relevant research and experience, and incentive grants to participants.

PRODUCTS:

Commissioned papers, progress reports, evaluation reports.

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY:

FUNDING:

	FY 1984	Total
Federal	$ 185,000	$ 600,000
State		
Local		
Other		
Total	$	$

Department of Education
Rural Education Activities
(Prepare one sheet for each activity, please.)

Office: NIE/DIP/IR

Contact: Patricia Coulter Phone No.: 254-5500

TITLE: ERIC Clearinghouse on Rural Education

PURPOSE: Operated by New Mexico State University, this is one of 16 clearinghouses in the ERIC information network. This clearinghouse is responsible for acquiring, selecting, indexing and abstracting significant educational literature in the subject areas of economic, cultural, social and other factors related to educational programs of American Indians, Mexican Americans, migrants, and rural residents; outdoor education; and educational programs in all small schools. Produces information analysis and user / products.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: (b)
(1 through 10)
(a) through (j) of FR Notice, p. 13901.

SCOPE: All educational levels related to the scope areas described above.

START DATE: 4/1/83 END DATE: 3/31/86

TARGET AUDIENCE: all members of the educational community including practitioners, administrators and researchers.

PROCEDURE:
Processes educational literature into the ERIC database, answers user requests for information, conducts workshops, and develops publications relevant to the clearinghouse scope areas as described above.

PRODUCTS: Annually produces information analysis publications, fact sheets, news bulletins, computer search reprints and other topical products for its users.

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: PL 96-88

FUNDING:

	FY 1984	Total
Federal	$ 233,728	$ 701,184
State		
Local		
Other		
Total	$ 233,728	$ 701,184

Department of Education
Rural Education Activities

Office: Fund for the Improvement of Postsecondary Education

Contact: Catherina Rolzinski

Phone No.: 245-8100

TITLE:

FIPSE - Comprehensive Program

PURPOSE: Management Efforts

1. Guidelines - Inclusion of "rural" as specific problem group
2. Data on proposals with rural designs
3. Department OPE Advisory representation
4. Technical assistance to educators in program development efforts

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: 1-2-3-4-5-6-7-8-9
(1 through 10)

SCOPE:

Management Efforts

START DATE: 10-1-83

END DATE: 9-30-84

TARGET AUDIENCE:

Postsecondary Educators - nation wide

PROCEDURE:

1. Guidelines - Inclusion of "rural" as specific problem group
2. Data on proposals with rural designs
3. Department OPE Advisory representation
4. Technical assistance to educators in program development efforts

PRODUCTS:

Guidelines
Data
Projects

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: Title X of Higher Education Act as amended in 1980.

FUNDING: $11,710,000 - Continuing Resolution, Congress, 9/30/83

	FY 1984	Total
Federal	$11,710,000	$11,710,000
State		
Local		
Other		
Total	$	$11,710,000

CR/.vgd:8-1-84

Department of Education
Rural Education Activities

Office: Fund for the Improvement of Postsecondary Education

Contact: Catherine Rolzinski

Phone No.: 245-8100

TITLE: 1984 Comprehensive Program

PURPOSE:

Data and Tracking of rual focus proposals

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: 1-9
(1 through 10)

SCOPE: National solicitation

START DATE: 10-1-83

END DATE: 9-30-84

TARGET AUDIENCE:

Postsecondary institutions and non profit organizations.

PROCEDURE: Data on submission of proposals:
Total preliminary proposals: 2021
Rural: 125 (6.19%)
Total full proposals: 280
Rural: 18 (6.43%)
Total Recommended for funding: 66
Rural: 8

PRODUCTS:

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: Title X of Higher Education Act as amended in 1980

FUNDING:

	FY 1984	Total
Federal	$ 11,710,000	$
State		
Local		
Other		
Total	$	$

CR/vgd:8-1-84

Department of Education
Rural Education Activities

Office: Fund for the Improvement of Postsecondary Education

Contact: Catherine Rolzinski

Phone No.: 245-8100

TITLE: Kansas State University - ACTION AGENDA

PURPOSE:

To direct reform, innovation and improvement of educational opportunities available to all adult rural learners.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: 1-2-4-5-7-8-9a
(1 through 10)

SCOPE:

National Postsecondary Education

START DATE: 8-15-83

END DATE: 8-14-85

TARGET AUDIENCE:

Rural Postsecondary Educators and Learners

PROCEDURE:

1. To develop data of current statistical descriptions of Characteristics of rural adult postsecondary learners.
2. To publish a national inventory of successful rural models.
3. To publish resource directories for practitioners.

PRODUCTS:

4. To provide professional development opportunities via regional conferences. Also at state, national & international levels.
5. Do network national activities for further rural advocacy.

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY:

Title X of Higher Education Act as amended in 1980

FUNDING:

	FY 1984	Total
Federal	$ 92,597	$ 8/15/83 - 8/14/84
State	83,977	8/15/84 - 8/14/85
Local		
Other		
Total	$ 176,574	$

CR/vgd:8-1-84

Department of Education
Rural Education Activities

Office: Fund for the Improvement of Postsecondary Education

Contact: Catherine Rolzinski

Phone No.: 245-8100

TITLE: "National Conference on Building Partnerships for Quality Education in Rural America

PURPOSE:

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: 1-10 (1 through 10)

SCOPE: National

START DATE: June 28

END DATE: June 30

TARGET AUDIENCE:

Rural Postsecondary Educators

PROCEDURE:

Co-Chaired Rural Postsecondary Education session

PRODUCTS:

Followed-up by sending all participatns FIPSE Guidelines, descriptions of current projects, and letter inviting them to contact me with their program ideas.

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY:

FUNDING:

	FY 1984	Total
Federal	$	$
State		
Local		
Other		
Total	$	$

CR/vgd:8-1-84

Department of Education
Rural Education Activities

Office: Fund for the Improvement of Postsecondary Education

Contact: Catherine Rolzinski **Phone No.:** 245-8100

TITLE: West Virginia Institute of Technology

PURPOSE: To develop/deliver literacy education to rural adults.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: 1-9
(1 through 10)

SCOPE: Regional, West Virginia

START DATE: September, 1983 **END DATE:** August, 1985

TARGET AUDIENCE: rural West Virginia Adults

PROCEDURE: Develops literacy education for rural adult workers. This project builds on current on-site educational programs for union members.

PRODUCTS:

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: Title X

FUNDING:

	FY 1984	Total
Federal	$	$
State		
Local		
Other		
Total	$	$

CR/vgd:8-1-84

Department of Education
Rural Education Activities

Office: Fund for the Improvement of Postsecondary Education

Contact: Catherine Rolzinski

Phone No.: 245-8100

TITLE: University of Idaho

PURPOSE: To provide rural adults with computer skills for the job market.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: 1-9
(1 through 10)

SCOPE: Regional

START DATE: September, 1983

END DATE: August, 1986

TARGET AUDIENCE:

Rural Adults in N.E. Idaho

PROCEDURE:

Extends verbal, mathematical, and computer literacy training to rural adults. The courses, taught by peer instructors, will help people qualify for new types of jobs.

PRODUCTS:

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: Title X

FUNDING:

	FY 1984	Total
Federal	$	$
State		
Local		
Other		
Total	$	$

CR/vgd:8-1-84

Department of Education
Rural Education Activities

Office: Fund for the Improvement of Postsecondary Education

Contact: Catherine Rolzinski

Phone No.: 245-8100

TITLE: To disseminate information about a model that has been successful in counseling adult learners in rural areas.

PURPOSE:

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: 1-9
(1 through 10)

SCOPE: Tegional, State, Federal

START DATE: June, 1984

END DATE:

TARGET AUDIENCE:
Rural Postsecondary Education Providers

PROCEDURE: A publication and professional development seminars to practitioners of adult education programs in rural areas.

PRODUCTS:
- Publications
- Seminars
- Conferences

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: Title X

FUNDING:

	FY 1984	Total
Federal	$ 8,000	$
State		
Local		
Other		
Total	$	$

CR/vgd:8-1-84

Department of Education
Rural Education Activities

Office: Legislation and Public Affairs

Contact: __________ Phone No.: _________

TITLE: (No activities reported)

PURPOSE:

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: ____________
(1 through 10)

SCOPE:

START DATE: ____________ END DATE: ____________

TARGET AUDIENCE:

PROCEDURE:

PRODUCTS:

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY:

FUNDING:

	Total	FY 1984
Federal		
State		
Local		
Other	_______	_______
Total		

Department of Education
Rural Education Activities

Office: Under Secretary

Contact: __________ Phone No.: __________

TITLE: (No activities reported)

PURPOSE:

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: __________
(1 through 10)

SCOPE:

START DATE: __________ **END DATE:** __________

TARGET AUDIENCE:

PROCEDURE:

PRODUCTS:

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY:

FUNDING:

	Total	FY 1984
Federal		
State		
Local		
Other		
Total		

Department of Education
Rural Education Activities

Office: Management

Contact: ____________ Phone No.: __________

TITLE: (No activities reported)

PURPOSE:

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: ____________
(1 through 10)

SCOPE:

START DATE: ____________ **END DATE:** ____________

TARGET AUDIENCE:

PROCEDURE:

PRODUCTS:

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY:

FUNDING:

	Total	FY 1984
Federal		
State		
Local		
Other	________	________
Total		

FY 1983 Rural Education Initiatives
Department of Education

Office: Planning, Budget and Evaluation

Contact: [illegible]

Phone No.: ________________

TITLE:

PURPOSE: (No funded projects)

SCOPE:

START DATE: ________________

END DATE: ________________

TARGET AUDIENCE:

PROCEDURE:

PRODUCTS:

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY:

FUNDING:

	Total	FY 1983
	$	$
Federal		
State		
Local		
Other		
Total	$	$

Department of Education
Rural Education Activities

Office: FICE

Contact: George W. Spicely

Phone No.: 447 7501

TITLE: Requirements Analysis for a Computerized Data Base of Federal Programs

PURPOSE: To develop and to maintain an inventory of Federal programs in designated subject areas, including Rural Education.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: two
(1 through 10)

SCOPE:

START DATE: ____________

END DATE: ____________

TARGET AUDIENCE: FICE representatives and other senior level policy makers.

PROCEDURE: Study purposes and design were approved by FICE Subcommittee on Rural Education. FICE staff, a unit of the Office of Intergovernmental and Interagency Affairs, provided support in obtaining contract procurement for study.

PRODUCTS: Report of needs and specifications in establishing and maintaining a data base in Rural Education for Federally supported progams.

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: Section 214 of the Department of Education Organization Act (P.L. 96-88)

FUNDING:

	FY 1984	Total
Federal		
State		
Local		
Other		
Total		

Department of Education
Rural Education Activities

Office: Private Education

Contact: Dwight Crum   Phone No.: 472-9610

TITLE: Informal Private School Information Network

PURPOSE: To inform private school principals and teachers of opportunities to participate in local rural education activities.

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: one
(1 through 10)

SCOPE: Communications through national and state private school associations and groups

START DATE: n/a   END DATE: continuous

TARGET AUDIENCE: Private school teachers and administrators

PROCEDURE: Preliminary contacts have been made with the Council for American Private Education and their representatives have shown an interest. We will work with Assistant Worthington for a presentation at the Koffee Klatch, fall, 1984.

PRODUCTS: Probable newsletters or briefs by associations to constituent groups.

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY:

FUNDING:

	Total	FY 1984
Federal		
State		
Local		
Other		
Total		

Department of Education
Rural Education Activities

Office: Regional Liaison

Contact: Fred Wilkinson Phone No.: 245-8787

TITLE: Rural Education Initiative

PURPOSE: To involve the Secretary's Regional Representatives in efforts to implement the Department of Education's Rural Education Initiative

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: all (1 through 10)

SCOPE: National

START DATE: 1984 END DATE: continuous

TARGET AUDIENCE: The Secretary's Regional Representatives

PROCEDURE: Each Secretary's Regional Representative will be asked to (1) disseminate selected rural education materials to appropriate persons throughout their individual regions, (2) refer to the Secretary's Rural Education Initiative whenever possible and appropriate during their frequent speeches and group and media contacts, and (3) report back to the Regional Liaison any reactions, comments, or questions they may receive that relate to the subject of rural education. This latter point could be particularly important in situations where reactions, comments, and questions are invited or requested.

PRODUCTS: Speeches, presentations and discussions with constituent groups that support efforts to advance the interest of rural education.

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY: Section 206 of the Department of Education organization Act (P.L. 96-88)

FUNDING:

	Total	FY 1984
Federal		
State		
Local		
Other		
Total		

Department of Education
Rural Education Activities

Office: General Counsel

Contact: ______ Phone No.: ______

TITLE: (No activities reported)

PURPOSE:

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: ______
(1 through 10)

SCOPE:

START DATE: ______ END DATE: ______

TARGET AUDIENCE:

PROCEDURE:

PRODUCTS:

AUTHORIZING LEGISLATION OR ADMINISTRATIVE AUTHORITY:

FUNDING:

	Total	FY 1984
Federal		
State		
Local		
Other	______	______
Total		

Department of Education
Rural Education Activities

Office: Civil Rights

Contact: ____________ Phone No.: _________

TITLE: (No activities reported)

PURPOSE:

SECTIONS OF RURAL EDUCATION POLICY STATEMENT WHICH ACTIVITY ADDRESSES: ____________
(1 through 10)

SCOPE:

START DATE: ____________ **END DATE:** ____________

TARGET AUDIENCE:

PROCEDURE:

PRODUCTS:

AUTHORIZING LEGISLATION OF ADMINISTRATIVE AUTHORITY:

FUNDING:

	Total	FY 1984
Federal		
State		
Local		
Other	_______	_______
Total		